

Local Control and Accountability Plan

Los Angeles Unified
Palisades Charter High

July 1, 2015 - June 30, 2018

edit in progress

Introduction:

LEA: Palisades Charter High

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LCAP Year: 2015

CBO

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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>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> <p>1. Increased Support for High Needs Students -</p> <p>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.</p> <p>2. Schoolwide Priorities -</p> <p>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.</p> <p>3. Safety/Facilities/Healthy Educational Environment -</p> <p>Clean air for all classrooms and campus facilities, upgrades to Temescal building and all classrooms, and additional security personnel.</p>
<p>Annual Update:</p> <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 and Town Hall</p>	<p>Annual Update:</p> <p>PCHS stakeholders identified the following three priority categories for the LCFF and LCAP:</p> <p>1. Increased Support for High Needs Students -</p> <p>Class size reduction in priority classes, summer school for credit recovery, summer bridge</p>

meeting, as well as smaller parents meetings such as PTSA and PIQE (Parent Involvement for Quality Education) and ELAC (English Learner Advisory Council) comprised primarily of parents of high needs Latino students and English Language Learners.

The LCAP development has been discussed regularly at board meetings since the beginning of the school year.

The school's Long Term Strategic Planning (LTSP) Committees, which are made up of parents, staff, community members 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 review and update the LCAP. The LCAP was incorporated into the 2015-16 budget planning calendar, materials, and proposal approved by the Board of Trustees.

PCHS used the following data to review and update the LCAP Goals: CAHSEE practice test, CAHSEE pass rate, CAASP (preliminary data) for 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.

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), An additional Academic Counselor and Temescal Academy. Additional professional development funding will provide teacher training in most needed areas such as Literacy, Intervention and Technology.

2. Schoolwide Priorities -

Class size reduction to reach a campus-wide cap, professional development and instructional coaching for certificated and classified staff to support state standards implementation, college and career readiness for all students, stable and consistent technology, integration of Technology into the classroom as well as student access beyond 9th grade and increased parent/school communication and parent/school community involvement in providing input regarding school programs.

3. Safety/Facilities/Healthy Educational Environment -

Completion of clean air project for remaining classrooms and campus facilities.

Continued upgrades to Temescal building and all classrooms. Additional safety training for all staff.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

identify the need(s).

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 1 0) What information was considered/reviewed for subgroups identified in Education Code section 5 2 0 5 2?
- 1 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 5 2 0 5 2, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 1 2) How do these actions/services link to identified goals and expected measurable outcomes?
- 1 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?

GOAL:	#1- 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	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	100% of all teachers are fully credentialed and appropriately assigned.
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing of instructional program Review of all teacher credentials and master schedule	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: _____	\$12,300,000.00
English Learners: All teachers of EL students will be certified in SDAIE and ELD instructional strategies	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: _____	\$26,700.00 (Salaries & Conferences)

LCAP Year 2: 2016-17

Expected Annual Measurable	100%
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Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing of instructional program Review of all teacher credentials and master schedule	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: _____	\$12,792,000.00
English Learners: All teachers of EL students will be certified in SDAIE and ELD instructional strategies	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: _____	\$28,700.00 (Salaries & Conferences)
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	100%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing of instructional program Review of all teacher credentials and master schedule	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: _____	\$13,450,000.00

<p>English Learners: All teachers of EL students will be certified in SDAIE and ELD instructional strategies</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: _____</p>	<p>\$30,700.00 (Salaries & Conferences)</p>
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GOAL:	#2- All students will have access to standards aligned materials .	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	All students have access to standards aligned-instructional materials
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Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials.	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: _____	\$405,000.00

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental	School-Wide	<input checked="" type="checkbox"/> All ----- OR:	\$425,000.00

Materials.		<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: _____	
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials.	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: _____	\$450,000.00

GOAL:	#3- All school facilities are maintained and in good repair. Daily cleanliness is maintained and items on inspection list are in compliance.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____
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Identified Need:	All school facilities are maintained and in good repair; ensure a safe and healthy educational environment.
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Goal Applies to:	Schools: <input checked="" type="checkbox"/> High School Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Daily spot checks and 90% compliance on inspection list.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supervision and staffing of custodial staff	School-Wide	<input checked="" type="checkbox"/> All	\$1,230,000.00
Security staff (additional)		----- OR:	
Improve quality of air on campus through clean air handlers and maintenance		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	
School safety camera/surveillance system		<input type="checkbox"/> Foster Youth	
Condition of campus and classrooms		<input type="checkbox"/> Redesignated fluent English proficient	
CapEx budget and campus conditions		<input type="checkbox"/> Other Subgroups: _____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Daily spot checks and 90% compliance on inspection list
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Actions/Services	Scope of Service	Pupils to be served within	Budgeted
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		identified scope of service	Expenditures
Supervision and staffing of custodial staff	School-Wide	<input checked="" type="checkbox"/> All	\$1,290,000.00
Security staff (additional)		-----	
Improve quality of air on campus through clean air handlers and maintenance		OR:	
School safety camera/surveillance system		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	
Condition of campus and classrooms		<input type="checkbox"/> Foster Youth	
CapEx budget and campus conditions		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Daily spot checks and 90% compliance on inspection list
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supervision and staffing of custodial staff	School-Wide	<input checked="" type="checkbox"/> All	1,350,000.00
Security staff (additional)		-----	
Improve quality of air on campus through clean air handlers and maintenance		OR:	
School safety camera/surveillance system		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	
Condition of campus and classrooms		<input type="checkbox"/> Foster Youth	
CapEx budget and campus conditions		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	

GOAL:	<p>#4- School will continue implementation of state-adopted ELA and Math academic content and performance standards 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 performance standards</p>	<p>Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____</p>
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Identified Need:	100% Implementation of Common Core State Standards (CCSA)
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Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	An average of 70% at or exceeding standards.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> -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/SLC coordination, data, EL, math, and literacy) -PLC/SLC notebooks -Workshop and conference agendas, PLC/departmental share outs 	School-Wide	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	\$45,000.00 (includes Math, English and Science salaries and Conferences)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	An average of 72.5% at or exceeding standards.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> -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/SLC coordination, data, EL, math, and literacy) -PLC/SLC notebooks -Workshop and conference agendas, PLC/departmental share outs 	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: _____	\$50,000.00 (includes Math, English and Science salaries and Conferences)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	An average of 75% at or exceeding standards.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> -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/SLC coordination, data, EL, math, and literacy) 	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: _____	\$55,000.00 (includes Math, English and Science salaries and Conferences)

<ul style="list-style-type: none">-PLC/SLC notebooks-Workshop and conference agendas, PLC/departmental share outs			
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GOAL:	#5- School will provide opportunities for parent involvement School will provide opportunities for parent input in committee meetings and informational sessions	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	3 activities per semester minimum; Parents serve on each of 5 LTSP committees and advisory council
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
English learners and Reclassified English Learners: Outreach and ELAC Parent Meetings held twice annually Low income youth: Outreach and Title I Parent Meetings held at least twice annually Foster youth: Outreach and Parent/Foster Guardian informational/input meetings as needed Students with Disabilities: Outreach and PSEC parent meetings held at least twice annually English learners and redesignated fluent English proficient pupils: EL Coordinator with support from academic counselors tracks	School-Wide	<u>__</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Students with Disabilities</u>	\$33,000.00

<p>performance data and provides counseling and support for recently redesignated English Language Learners and Long Term English Learners not making adequate growth Other supports: Study Center/Tutoring, Support classes, parent education/PIQE, College Center advisement (additional .5 FTE)</p> <p>Low income pupils: Transportation scholarships Study Center/Tutoring, Support classes, parent education, College Center advisement</p> <p>Foster Youth: Counseling services as provided by additional counseling consultant</p> <p>Students with Disabilities: Transition program</p>			
<p>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)</p> <p>Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program, Fuerza Unida and TVN.</p>	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: _____	\$6,000.00
Screening Parent Volunteers - Livescan.	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	\$3,000.00

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

3 activities per semester minimum;
Parents serve on each of 5 LTSP committees and advisory council

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>English learners and Reclassified English Learners: Outreach and ELAC Parent Meetings held twice annually</p> <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>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 Other supports: Study Center/Tutoring, Support classes, parent education/PIQE, College Center advisement (additional .5 FTE)</p>	<p>School-Wide</p>	<p>__All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>__Other Subgroups: _____</p>	<p>\$35,000.00</p>

<p>Low income pupils: Transportation scholarships Study Center/Tutoring, Support classes, parent education, College Center advisement</p> <p>Foster Youth: Counseling services as provided by additional counseling consultant</p> <p>Students with Disabilities: Transition program</p>			
<p>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)</p> <p>Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program, Fuerza Unida and TVN.</p>	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: _____	\$6,000.00
Screening Parent Volunteers - Livescan.	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: _____	\$3,000.00

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>3 activities per semester minimum; Parents serve on each of 5 LTSP committees and advisory council</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>English learners and Reclassified English Learners: Outreach and ELAC Parent Meetings held twice annually</p> <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>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 Other supports: Study Center/Tutoring, Support classes, parent education/PIQE, College Center advisement (additional .5 FTE)</p> <p>Low income pupils: Transportation scholarships Study Center/Tutoring, Support classes, parent education, College Center advisement</p> <p>Foster Youth: Counseling services as</p>	<p>School-Wide</p>	<p><u> </u>All ----- OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups: _____</p>	<p>\$38,000.00</p>

<p>provided by additional counseling consultant</p> <p>Students with Disabilities: Transition program</p>			
<p>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)</p> <p>Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program, Fuerza Unida and TVN.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>\$6000.00</p>
<p>Screening Parent Volunteers - Livescan.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>\$3,000.00</p>

GOAL:	#6- School will meet annual API/AYP growth targets or goal set by CA Dept. of Ed	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	School will meet annual API growth target set by the state
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Meets target for growth
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Intervention, Professional Development, Socio-Emotional Support, Health Team, Academic Achievement Team et.al	School-Wide	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	Covered in other LCAP Areas.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Meets target for growth
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Intervention, Professional Development, Socio-Emotional Support, Health Team, Academic Achievement Team et.al	School-Wide	<u>X</u> All ----- OR:	Covered in other areas of the LCAP.

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

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Meets target for growth

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Intervention, Professional Development, Socio-Emotional Support, Health Team, Academic Achievement Team et.al	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: _____	Covered in other areas of LCAP.

GOAL:	#7- All students are on track for college and career preparation; develop partnerships with colleges and career centers to improve post school success	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	All students are on track to be college and career ready
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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. Established partnerships and programs results, level of students involvement and success rate. 15-16 ADDITIONAL teaching period to support Career Readiness and related consulting. Provide college and career readiness classes in cooperation with the community colleges.	School-Wide	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	\$68,000.00 with additional support from fundraising.

Develop and implement a system to measure post-secondary school success (continuation/completion/career)	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: _____	\$10,000.00
Administer PSAT Test to 9th, 10th, 11th Graders.	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: _____	\$28,000.00

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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. Established partnerships and programs results, level of students involvement and success rate.	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: _____	\$86,000.00 with additional support from fundraising.

16-17 2- ADDITIONAL teaching period to support Career Readiness and related consulting. Provide college and career readiness classes in cooperation with the community colleges.			
Develop and implement a system to measure post-secondary school success (continuation/completion/career)	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: _____	\$10,000.00
Administer PSAT Test to 9th, 10th, 11th Graders.	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: _____	\$30,000.00

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	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		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop partnerships through development consultant with higher education to enhance	School-Wide	<input checked="" type="checkbox"/> All -----	\$104,000.00 with additional support

<p>services and allocation of resources that increase student exposure to college courses and alternative opportunities.</p> <p>Established partnerships and programs results, level of students involvement and success rate</p> <p>17-18 3- ADDITIONAL teaching period to support Career Readiness and related consulting.</p> <p>Provide college and career readiness classes in cooperation with the community colleges.</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: _____</p>	<p>from fundraising.</p>
<p>Develop and implement a system to measure post-secondary school success (continuation/completion/career)</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: _____</p>	<p>\$10,000.00</p>
<p>Administer PSAT Test to 9th, 10th, 11th Graders.</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: _____</p>	<p>\$32,000.00</p>

GOAL:	#8- EL students will advance each academic year on the CELDT	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	EL students will advance one level on the CELDT
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>English learners</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	70% of those that have previously taken CELDT will demonstrate and increase in scores and 15% will be reclassified as FEP.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
EL Coordinator PIQE Program ELAC EL Teacher EL Assistant Tutoring MESA/SHPE Curricular Materials & PD	School-Wide	__All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Students with Disabilities</u>	\$250,000.00

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	75% of those that have previously taken CELDT will demonstrate and increase in scores and 15% will be reclassified as FEP.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
EL Coordinator PIQE Program	School-Wide	__All -----	\$262,500.00

ELAC EL Teacher EL Assistant Tutoring MESA/SHPE Curricular Materials & PD		OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Students with Disabilities</u>	
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	80% of those that have previously taken CELDT will demonstrate and increase in scores and 15% will be reclassified as FEP.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
EL Coordinator PIQE Program ELAC EL Teacher EL Assistant Tutoring MESA/SHPE Curricular Materials & PD	School-Wide	<u>_</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Students with Disabilities</u>	\$275,000.00

GOAL:	#9- Students taking AP exams will score 3 or above	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	80% of students taking AP exams will pass with a score of 3 or above
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	80% meet growth target
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide student support including tutoring & test preparation.	School-Wide	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	Covered in other areas of LCAP

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	81% meet growth target
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide student support including tutoring & test preparation.	School-Wide	<u>X</u> All ----- OR:	Covered in other areas of the LCAP

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

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

82% meet growth target

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide student support including tutoring & test preparation.	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: _____	Covered in other areas of LCAP.

GOAL:	#10- Increase annually by 2.5% the number of graduating seniors with A-G will increase annually for all subgroups.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	100% of students will demonstrate college preparedness
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Annual increase in graduation rate with A-G for all subgroups
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida.	School-Wide	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	Covered in other areas of LCAP

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Annual increase in graduation rate with A-G for all subgroups
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida.	School-Wide	<u>X</u> All ----- OR:	Covered in other areas of LCAP.

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

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Annual increase in graduation rate with A-G for all subgroups

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida.	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: _____	Covered in other areas of LCAP

GOAL:	#11- School will maintain high ADA (at 96.1% or above) by decreasing absenteeism.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	School will maintain high ADA rate (at or above current 96.1%)
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	ADA at or above 96.1%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attendance Personnel/training. Intervention counseling for students with attendance concerns. Attendance records Intervention participation and success rate	School-Wide	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	\$370,000.00

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	ADA at or above 96.1%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attendance Personnel/training.	School-Wide	<u>X</u> All	\$385,000.00

Intervention counseling for students with attendance concerns.		----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	
Attendance records			
Intervention participation and success rate			

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	ADA at or above 96.1%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attendance Personnel/training. Intervention counseling for students with attendance concerns. Attendance records Intervention participation and success rate	School-Wide	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	\$405,000.00

GOAL:	#12- Graduation rates will meet or exceed 90%	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	School will meet or exceed the 90% graduation rate established by CDE
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Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Graduation rate meets or exceeds 90%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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 Student participation in counseling programs Participation and completion rates of alternative programs	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: _____	Included in other areas of LCAP

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Graduation rate meets or exceeds 90%
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Actions/Services	Scope of Service	Pupils to be served within	Budgeted
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		identified scope of service	Expenditures
<p>Counseling services including mental health services/Educationally Related Mental Health Services (ERMHS)</p> <p>Providing access to online courses and alternative high school programs such as Independent Studies and Temescal Academy</p> <p>Student participation in counseling programs</p> <p>Participation and completion rates of alternative programs</p>	School-Wide	<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: _____</p>	Included in other areas of LCAP

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Graduation rate meets or exceeds 90%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Counseling services including mental health services/Educationally Related Mental Health Services (ERMHS)</p> <p>Providing access to online courses and alternative high school programs such as Independent Studies and Temescal Academy</p> <p>Student participation in counseling programs</p> <p>Participation and completion rates of alternative programs</p>	School-Wide	<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: _____</p>	Included in other areas of LCAP

GOAL:	#13- School will maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	Suspension rate data from School and District Student Information Systems.
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Goal Applies to:	Schools: <input checked="" type="checkbox"/> High School Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Suspension (and expulsion where applicable) rate lower than previous year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Discipline Deans staffing Discipline and expulsion records	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: _____	\$400,000.00
Counseling services including crisis counselor/consultant and Educationally Related Mental Health Services. Counseling participation rates, Improved completion and drop-out rates	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: _____	\$191,000.00

LCAP Year 2: 2016-17

Expected Annual Measurable	Suspension (and expulsion where applicable) rate lower than previous year.
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Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Discipline Deans staffing Discipline and expulsion records	School-Wide	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	\$420,000.00
Counseling services including crisis counselor/consultant and Educationally Related Mental Health Services. Counseling participation rates, Improved completion and drop-out rates	School-Wide	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	\$191,000.00 + Continue positions added in previous years - as needed.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Suspension (and expulsion where applicable) rate lower than previous year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Discipline Deans staffing Discipline and expulsion records	School-Wide	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	\$440,000.00

<p>Counseling services including crisis counselor/consultant and Educationally Related Mental Health Services.</p> <p>Counseling participation rates, Improved completion and drop-out rates</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: _____</p>	<p>\$191,000.00 + Continue positions added in previous years - as needed.</p>
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GOAL:	#14- Continue and increase communication efforts, family and community outreach, parent involvement in all key operations and programs	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 <u>X</u> 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	Students, families, and school community will feel a sense of connectedness
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increased positive feedback on school stakeholder surveys
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support for website, development, and outreach Website Infinite Campus Schoology Survey Monkey Constant Contact Columbia School Satisfaction Survey Internal Customer Service Feedback Forms Parent Training on use of School Info Systems Personnel dedicated to website updates, parent liaison, community and development outreach	School-Wide	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	\$50,000.00 covered from LCAP and multiple sources (Covered earlier in budget)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increased positive feedback on school stakeholder surveys
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support for website, development, and outreach Website Infinite Campus Schoology Survey Monkey Constant Contact Columbia School Satisfaction Survey Internal Customer Service Feedback Forms Parent Training on use of School Info Systems Personnel dedicated to website updates, parent liaison, community and development outreach	School-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	\$55,000.00 covered from LCAP and multiple sources (Covered earlier in budget)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Increased positive feedback on school stakeholder surveys
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support for website, development, and outreach Website Infinite Campus Schoology Survey Monkey Constant Contact Columbia School Satisfaction Survey Internal Customer Service Feedback Forms Parent Training on use of School Info Systems Personnel dedicated to website updates,	School-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	\$60,000.00

parent liaison, community and development outreach			
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GOAL:	#15- Students including all student subgroups will have access to academic and educational programs as outlined in the school's charter	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <u>X</u> 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	All students will have 100% access to a broad course of study
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	100% access
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Additional Math, Engineering, Science Achievement (MESA) classes 2) Expansion of STEAM classes/STEAMshop Master schedule Course rosters/student enrollment	School-Wide	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	Two Additional classes from 14/15 levels. \$66,000 (\$13K PER CLASS)
Reduction in class size in targeted, priority classes (ELA and Math) Gradual schoolwide class size reduction Expand course offerings in STEM/STEAM electives Continue 1:1 iPad program provides personal device for each 9th grader to promote critical thinking, creativity, collaboration, digital citizenship and productivity. Increased use of	School-Wide	__ All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Students with Disabilities</u>	\$240,000.00 Transportation Scholarships \$126,500.00 Steam Supplies, Chromebooks, Study Ctr Upgrade

technology for 10th-11th-12th grades for instruction and student access.

Low income youth:
Continued support and increased Transportation scholarships provided to students in need of financial assistance.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	100% access
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Additional Math, Engineering, Science Achievement (MESA) classes 2) Expansion of STEAM classes/STEAMshop Master schedule Course rosters/student enrollment	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: _____	Two Additional classes from 14/15 levels. \$66,000 (\$13K PER CLASS) Maintain programs - Assess needs For growth
Reduction in class size in targeted, priority classes (ELA and Math) Gradual schoolwide class size reduction Expand course offerings in STEM/STEAM electives Continue 1:1 iPad program provides personal device for each 9th grader to promote critical thinking, creativity, collaboration, digital citizenship and productivity. Increased use of	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 checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u>	\$265,000.00 Transportation Scholarships \$100,000.00 Supplies, Tech Upgrades etc.

technology for 10th-11th-12th grades for instruction and student access.

Low income youth:
Continued support and increased Transportation scholarships provided to students in need of financial assistance.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	100% access
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Additional Math, Engineering, Science Achievement (MESA) classes 2) Expansion of STEAM classes/STEAMshop Master schedule Course rosters/student enrollment	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: _____	Two Additional classes from 14/15 levels. \$66,000 (\$13K PER CLASS) Maintain levels and assess needs.
Reduction in class size in targeted, priority classes (ELA and Math) Gradual schoolwide class size reduction Expand course offerings in STEM/STEAM electives Continue 1:1 iPad program provides personal device for each 9th grader to promote critical thinking, creativity, collaboration, digital citizenship and productivity. Increased use of	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 checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u>	\$280,000.00 Transportation Scholarships \$100,000.00 Supplies, Tech Upgrades etc.

technology for 10th-11th-12th grades for instruction and student access.

Low income youth:
Continued support and increased
Transportation scholarships provided to
students in need of financial assistance.

GOAL:	#16- Incoming student participation in Dolphin Leadership Academy for intervention and enrichment	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE Only: 9__ 10__ Local: _____
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Identified Need:	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 Leadership Academy summer transition program
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Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	100-125 At-Risk Student Enrollment
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide summer bridge program with goal of 98% attendance rate. Participants' will increase math diagnostic scores by 40%. 100% completion of summer reading assignment.	School-Wide	__All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>High Needs At Risk Incoming 9th Graders</u>	\$72,000.00 (includes salaries & transportation)
Dolphin Academy summer bridge program Study Center Intervention Team SST Coordinator Identify needs & recommend intervention	School-Wide	__All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Students with Disabilities</u>	\$50,000.00 (SST Coordinator & Counselor) Other expenditures included in other areas of LCAP

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	125-150 At-Risk Student Enrollment
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide summer bridge program with goal of 98% attendance rate. Participants' will increase math diagnostic scores by 40%. 100% completion of summer reading assignment.	School-Wide	<u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: <u>High Need At Risk Incoming 9th Graders</u>	\$84,000.00 (includes salaries & transportation)
Dolphin Academy summer bridge program Study Center Intervention Team SST Coordinator Identify needs & recommend intervention	School-Wide	<u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: <u>Students with Disabilities</u>	\$52,500.00 (SST Coordinator & Counselor) Other expenditures included in other areas of LCAP

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	150-175 At-Risk Student Enrollment
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide summer bridge program with goal of 98% attendance rate. Participants' will increase math diagnostic scores by 40%.	School-Wide	<u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth	\$96,000.00 (including salaries & transportation)

100% completion of summer reading assignment.		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>High Need At Risk Incoming 9th Graders</u>	
Dolphin Academy summer bridge program Study Center Intervention Team SST Coordinator Identify needs & recommend intervention	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 checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u>	\$55,000.00 (SST Coordinator & Counselor) Other expenditures included in other areas of LCAP

GOAL:	#17- Summer school opportunities provided for students who need to retake course for high school completion or college entrance	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 <u>X</u> COE Only: 9__ 10__ Local: _____
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Identified Need:	Intervention and support for students with credit deficiencies will be provided beyond the academic year
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Create the opportunity for 400 students to participate in Summer Credit Recovery.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide summer school option for credit recovery. Student participation and course completion.	School-Wide	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	\$82,000.00 including salaries and materials.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Create the opportunity for 400 students to participate in Summer Credit Recovery.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide summer school option for credit recovery. Student participation and course completion.	School-Wide	<u>X</u> All ----- OR:	\$85,000.00 including salaries and materials.

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

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Create the opportunity for 400 students to participate in Summer Credit Recovery.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide summer school option for credit recovery. Student participation and course completion.	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: _____	\$90,000.00 including salaries and materials.

GOAL:	#18- Students will be placed correctly in ELA courses and access support and intervention early in the school year	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 <u>X</u> COE Only: 9__ 10__ Local: _____
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Identified Need:	All students will have access to ELA intervention
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	5% increase in course pass rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administer ELA placement exam for incoming 9th graders Provide literacy classes with support from academic coach Additional summer hours for EL Coordinator Expand and promote tutoring options/Study Center and 7th period adult tutors. CAHSEE, CAASP ELA, ELA GRADE, CELDT, SCHOLASTIC LITERACY Course rosters Grade reports (5, 10, 15 wk) Study Center tutoring schedule (expanded	School-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	\$40,000.00 (tutoring, el coordinator summer hours, el aux)

hours)			
<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>	School-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u></p>	Same funds as above

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	5% increases in course pass rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Administer ELA placement exam for incoming 9th graders</p> <p>Provide literacy classes with support from academic coach</p> <p>Additional summer hours for EL Coordinator</p>	School-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	\$42,000.00 (tutoring, el coordinator summer hours, el aux)

<p>Expand and promote tutoring options/Study Center and 7th period adult tutors.</p> <p>CAHSEE, CAASP ELA, ELA GRADE, CELDT, SCHOLASTIC LITERACY</p> <p>Course rosters</p> <p>Grade reports (5, 10, 15 wk)</p> <p>Study Center tutoring schedule (expanded hours)</p>			
<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>	<p>School-Wide</p>	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: <u>Students with Disabilities</u></p>	<p>Same funds as above</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable</p>	<p>5% increases in course pass rate</p>
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Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Administer ELA placement exam for incoming 9th graders</p> <p>Provide literacy classes with support from academic coach</p> <p>Additional summer hours for EL Coordinator</p> <p>Expand and promote tutoring options/Study Center and 7th period adult tutors.</p> <p>CAHSEE, CAASP ELA, ELA GRADE, CELDT, SCHOLASTIC LITERACY</p> <p>Course rosters</p> <p>Grade reports (5, 10, 15 wk)</p> <p>Study Center tutoring schedule (expanded hours)</p>	School-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	\$45,000.00 (tutoring, el coordinator summer hours, el aux)
<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</p>	School-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u></p>	Same funding as above.

coordinate tutoring, support classes, and program assistance for credit recovery

Students with disabilities: Case carrier assesses intervention needs including but not limited to tutoring, support classes and credit recovery options

GOAL:	#19- Students will be placed correctly in math courses and access support and intervention early in the school year	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 <u>X</u> COE Only: 9__ 10__ Local: _____
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Identified Need:	All students will have access to Math intervention
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	5% increases in course pass rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Add new math textbook aligned to state standards. Administer math placement exam for incoming 9th graders Offer redesigned algebra course with built-in support Expand and promote tutoring options/Study Center and 7th period Math lab with extended hours. Placement test results Course rosters Grade reports (5, 10, 15 wk)	School-Wide	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	\$280,000.00 (includes textbook adoption and math related salaries)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	5% increases in course pass rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administer math placement exam for incoming 9th graders Offer redesigned algebra course with built-in support Expand and promote tutoring options/Study Center and 7th period Math lab with extended hours. Placement test results Course rosters Grade reports (5, 10, 15 wk)	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: _____	\$40,000.00 (salaries)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	5% increases in course pass rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administer math placement exam for incoming 9th graders Offer redesigned algebra course with built-in support Expand and promote tutoring options/Study Center and 7th period Math lab with extended	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: _____	\$42,000.00 (salaries)

hours.

Placement test results

Course rosters

Grade reports (5, 10, 15 wk)

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	#1- 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.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools:	High School ----- Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	100%	Actual Annual Measurable Outcomes:	100%
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LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services		
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
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1- 100% of all teachers are fully credentialed and appropriately placed	\$11,827,000	All teachers fully credentialed by year end. All are appropriately placed.	\$11,740,000.00 Certificated Salaries.
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Scope of Service:	School-Wide	Scope of Service:	School-Wide
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<input checked="" type="checkbox"/> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	<input checked="" type="checkbox"/> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____
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EL: All teachers of EL Students will be certified in SDAIE and ELD Instructional strategies.	Future Costs	EL: All teachers of EL Students are certified in SDAIE and ELD Instructional strategies.	0.00 No Cost to PCHS.
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Scope of Service:	School-Wide	Scope of Service:	School-Wide
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__ All	__ All
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OR:

Low Income pupils English Learners Foster Youth

Redesignated fluent English proficient

Other Subgroups: _____

OR:

Low Income pupils English Learners Foster Youth

Redesignated fluent English proficient

Other Subgroups: _____

What changes in actions, services,
and expenditures will be made as a
result of reviewing past progress
and/or changes to goals?

See FY15/16 LCAP for changes.

Original GOAL from prior year LCAP:	#2- All students will have access to standard aligned materials.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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Expected Annual Measurable Outcomes:	100%	Actual Annual Measurable Outcomes:	Math & ELA 100% aligned. All remaining subjects in process.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials.	\$472,000.00	Instructional & Supplemental materials for ELA and Math are aligned to the Common Core State Standards. Update of Instructional & Supplemental Materials in process/ongoing.	\$381,600.00

Scope of Service:	School-Wide	Scope of Service:	School-Wide
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<input checked="" type="checkbox"/> All <hr/> 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: _____	<input checked="" type="checkbox"/> All <hr/> 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: _____
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What changes in actions, services, and expenditures will be made as a	See FY15/16 LCAP for changes.
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result of reviewing past progress
and/or changes to goals?

Original GOAL from prior year LCAP:	#3- All school facilities are maintained and in good repair. Daily cleanliness is maintained and items on inspection list are in compliance.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	DAILY SPOT CHECKS AND 90% COMPLIANCE ON INSPECTION LIST.	Actual Annual Measurable Outcomes:	95%
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Supervision and staffing of custodial staff. Security staff (additional) Improve quality of air on campus through clean air handlers and maintenance. School Safety camera/surveillance system. Condition of campus & classrooms. CapExbudget and campus conditions	\$1,170,000.00	Supervision and staffing of custodial staff - Ongoing. Security staff - Added contracted security staff. Improve quality of air on campus through clean air handlers and maintenance - ongoing - completed except for J Building. School Safety camera/surveillance system. Condition of campus & classrooms. CapExbudget and campus conditions	\$1,170,000.00

Scope of Service:	School-Wide	Scope of Service:	School-Wide
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<u>X</u> All	<u>X</u> All
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OR:

Low Income pupils English Learners Foster Youth

Redesignated fluent English proficient

Other Subgroups: _____

OR:

Low Income pupils English Learners Foster Youth

Redesignated fluent English proficient

Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

See FY15/16 LCAP for changes.

Original GOAL from prior year LCAP:	<p>#4- 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 performance standards</p>	<p>Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____</p>
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Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	100%	Actual Annual Measurable Outcomes:	100% - Goal Met
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers will participate in CCSS professional development, conferences, and training Release time for PLC/SLC curriculum planning Continuation of the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy)	\$81,000.00	Teachers participated in CCSS professional development, conferences, and training Release time was given for PLC/SLC curriculum planning Implemented state standards for ELA and Math. Continuation of the Academic Achievement Team (teacher coaches supporting professional	\$169,000.00 (includes 13 auxiliary periods for AA Team)

		development, PLC/SLC coordination, data, EL, math, and literacy)	
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: _____		<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: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See FY15/16 LCAP for changes.		

Original GOAL from prior year LCAP:	#5- All EL students will gain academic content knowledge through the state-adopted academic content performance standards.	Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>English learners</u>
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Expected Annual Measurable Outcomes:	100%	Actual Annual Measurable Outcomes:	100% - Goal Met
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LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
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 EL Coordinator and assistant Professional development agendas and participation	\$10,000 Costs shared with funds from Common Core implementation budget	Added 3 support classes. Teachers of English Learners, EL, and RFEP participated in professional development on implementation of the EL Master Plan and Common Core State Standards evidenced by Professional development agendas and participation.	\$36,000.00 (3 periods)

Scope of Service:	School-Wide	Scope of Service:	School-Wide
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<u>__</u> All ----- OR: <u>__</u> Low Income pupils <u><u>X</u></u> English Learners <u>__</u> Foster Youth <u><u>X</u></u> Redesignated fluent English proficient <u>__</u> Other Subgroups: _____	<u>__</u> All ----- OR: <u>__</u> Low Income pupils <u><u>X</u></u> English Learners <u>__</u> Foster Youth <u><u>X</u></u> Redesignated fluent English proficient <u>__</u> Other Subgroups: _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

See FY15/16 LCAP for changes.

Original GOAL from prior year LCAP:	#6- School will provide opportunities for parent involvement. School will provide opportunities for parent input in committee meetings and informational sessions	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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Expected Annual Measurable Outcomes:	3 Activities per semester minimum; Parents serve on each of 5 LTSP committees and advisory council.	Actual Annual Measurable Outcomes:	3 Activities per semester minimum; Parents serve on each of 5 LTSP committees and advisory council
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LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
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<p>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)</p> <p>Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program</p>	\$2,700.00	<p>School hosted multiple parent participation meetings and received input as well as offered training on school technology systems to improve communication (Infinite Campus and Schoology)</p> <p>Provided parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program, monthly LTSP meetings, at least 3 town halls and open house.</p>	\$4860.00 (PIQE)
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Scope of Service:	<u>School-Wide</u>	Scope of Service:	<u>School-Wide</u>
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<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u></p> <p><u>Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:</u> _____</p>	<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p><u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u></p> <p><u>Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:</u> _____</p>
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<p>English learners and Reclassified English Learners: Outreach and ELAC Parent Meetings held twice annually Low income youth: Outreach and Title I Parent Meetings held at least twice annually Foster youth: Outreach and Parent/Foster Guardian informational/input meetings as needed Students with Disabilities: Outreach and PSEC parent meetings held at least twice annually</p>	<p>\$31,000.00 PIQE</p>	<p>Outreach and ELAC Parent Meetings were held twice and quarterly respectively. Outreach and Title I Parent Meetings held twice in 14/15. Outreach and Parent/Foster Guardian informational/input meetings were held as needed. 3 Outreach and PSEC parent meetings were held in 14/15</p>	<p>\$10,270.00 (Piqe, TVN, Related Services)</p>
<p>Scope of Service:</p>	<p>School-Wide</p>	<p>Scope of Service:</p>	<p>School-Wide</p>
<p><u> </u>All ----- OR: <u>X</u> Low Income pupils <u> </u> <u>X</u> English Learners <u> </u> <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Students with Disabilities</u></p>	<p><u> </u>All ----- OR: <u>X</u> Low Income pupils <u> </u> <u>X</u> English Learners <u> </u> <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Students with Disabilities</u></p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>See FY15/16 LCAP for changes.</p>		

Original GOAL from prior year LCAP:	#7- Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically 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	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools:	High School	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Meets or exceeds targets for growth.	Actual Annual Measurable Outcomes:	Academic Results pending. Financial Services provided.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>English learners and redesignated fluent English proficient pupils:</p> <p>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>Other supports: Study Center/Tutoring, Support classes, parent education/PIQE, College Center advisement (additional .5 FTE)</p> <p>Low income pupils: Transportation scholarships Study Center/Tutoring, Support classes, parent</p>	\$49,000.00	<p>Pending results from CAASP</p> <p>Study Center/Tutoring participated within the schoolwide intervention system.</p> <p>Support classes - Math lab added, EL Support Classes added, parent education/PIQE (see previous goal), College Center advisement .5 FTE added.</p> <p>Increased Transportation scholarships (201 scholarships offered altogether - 7% of student population received aid)</p> <p>Study Center/Tutoring, Support classes, parent education, College Center advisement</p>	<p>\$54,000.00 Transition Specialist \$184,000.00 Transportation Scholarships Schoolwide \$240,000.00 ipad Lease.</p>

<p>education, College Center advisement</p> <p>Foster Youth: Counseling services as provided by additional counseling consultant</p> <p>Students with Disabilities: Transition program</p> <p>Class size reduction efforts to initially focus on targeted, high needs classes; plan for schoolwide reduction</p> <p>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</p>		<p>Counseling services were provided by additional counseling consultant</p> <p>Transition program continued with field trips and WLACC College & Career classes.</p> <p>Tech access for 10th grade was via Computer Carts of IPADS. Not expanding program to 10th grade.</p>	
<p>Scope of Service:</p>	<p>School-Wide</p>	<p>Scope of Service:</p>	<p>School-Wide</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u></p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>See FY15/16 LCAP for changes.</p>		

Original GOAL from prior year LCAP:	#8- School will meet annual API growth target or goal set by CDE.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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Expected Annual Measurable Outcomes:	Meets target for growth measured by API.	Actual Annual Measurable Outcomes:	No API scores in FY14/15.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
None established in FY14/15	0	Rolled into Goal #7 for FY15/16 forward.	0

Scope of Service:	School-Wide	Scope of Service:	School-Wide
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<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Rolled into Goal #7 for FY15/16.
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Original GOAL from prior year LCAP:	#9- All students are on track for college and career preparation; develop partnerships with colleges and career centers to improve post school success	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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Expected Annual Measurable Outcomes:	Annual growth in EAP% in ELA and Math. Increase post school success evidenced by 5% annual increase in college enrollment. Employment 1year out of high school.	Actual Annual Measurable Outcomes:	EAP in ELA & MATH pending CAASP results. 5% increase in college enrollment goal met.
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LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
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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. Established partnerships and programs results, level of students involvement and success rate	\$50,000 w/additional support from fundraising	Partnerships with community colleges. Participated in Grant Procurement (Americorp & Pathways) Career Shadowing opportunities by Ed Foundation.	\$50,000 w/additional support from fundraising
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Scope of Service:	School-Wide	Scope of Service:	School-Wide
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<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____
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Develop and implement a system to measure post-secondary school success (continuation/completion/career). Established metric to track annual progress.	\$10,000.00	Implemented a system to measure post-secondary school outcomes for students with disabilities. Established metric to track annual progress. NAVIANCE	\$10,000.00
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: _____	<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: _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See FY15/16 LCAP for changes.		

Original GOAL from prior year LCAP:	#10- EL students will advance each academic year on the CELDT.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>English learners</u>
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Expected Annual Measurable Outcomes:	70% Advance	Actual Annual Measurable Outcomes:	Goal Met.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
None established in FY14/15	0	Rolled into Goal#8 for FY15/16 and forward.	0

Scope of Service:	School-Wide	Scope of Service:	
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<u>__All</u> ----- OR: <u>__Low Income pupils</u> <u><u>X</u>English Learners</u> <u>__Foster Youth</u> <u>__Redesignated fluent English proficient</u> <u>__Other Subgroups: _____</u>	<u>__All</u> ----- OR: <u>__Low Income pupils</u> <u><u>X</u>English Learners</u> <u>__Foster Youth</u> <u>__Redesignated fluent English proficient</u> <u>__Other Subgroups: _____</u>
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See FY15/16 LCAP for changes. (Goal #8 on FY15/16 LCAP and forward.)
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Original GOAL from prior year LCAP:	#11- EL Students will be reclassified as fluent English proficient annually.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: High School	Applicable Pupil Subgroups: English learners
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Expected Annual Measurable Outcomes:	Meets target for growth.	Actual Annual Measurable Outcomes:	Goal met.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
None established in FY14/15	0	Rolled into Goal #5 for FY15/16 forward.	0

Scope of Service:	School-Wide	Scope of Service:	
__All ----- OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All ----- OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See FY15/16 LCAP for changes. (Rolled into Goal #4 on FY15/16 LCAP and forward.)
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Original GOAL from prior year LCAP:	#12- Students taking AP exams will score 3 or above.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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Expected Annual Measurable Outcomes:	80% meet growth target.	Actual Annual Measurable Outcomes:	Goal Met.
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LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
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Provide student support including tutoring & test preparation.	Covered in other areas of LCAP	Provided student support including tutoring & test preparation. Rolled into Goal #9 for FY15/16 and forward.	Covered in other areas of LCAP
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Scope of Service:	School-Wide	Scope of Service:	School-Wide
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<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See FY15/16 LCAP for changes. (GOAL #9 FY15/16 LCAP and Forward)
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Original GOAL from prior year LCAP:	#13- Increase annually by 5% the number of students that will pass EAP exams and graduating seniors with A-G will increase annually for all Subgroups.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____	
Goal Applies to:		Schools:	High School ----- Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	Annual increase in EAP and graduation rate with A-G for all subgroups.	Actual Annual Measurable Outcomes:	EAP percentage pending CAASP results. Increases made for A-G Graduation rates. FY15/16 LCAP presents a revised attainable goal (See Goal#10 in FY15/16 LCAP and forward)
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida.	Covered in other areas of LCAP	Provided Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida.	Covered in other areas of LCAP
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See FY15/16 LCAP for changes. (GOAL #10 FY15/16 and Forward)		

Original GOAL from prior year LCAP:	#14- School will maintain high ADA rates.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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Expected Annual Measurable Outcomes:	ADA at or above 96.1%	Actual Annual Measurable Outcomes:	Goal Met.
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LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
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Attendance Personnel training. Intervention counseling for students with attendance concerns. Attendance records. Intervention participation and success rate.	\$350,000.00	Ongoing attendance personnel training maintaining our ADA rate. Social worker for Truancy issues. Increased Intervention participation and success rate measured by ADA.	\$350,000.00
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Scope of Service:	School-Wide	Scope of Service:	School-Wide
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<u><input checked="" type="checkbox"/> All</u> <hr style="border-top: 1px dashed black;"/> 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: _____	<u><input checked="" type="checkbox"/> All</u> <hr style="border-top: 1px dashed black;"/> 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: _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress	See FY15/16 LCAP for changes.
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and/or changes to goals?

Original GOAL from prior year LCAP:	#15- Students reaching 5% threshold for absenteeism will decrease.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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Expected Annual Measurable Outcomes:	Decreasing chronic absentee rates.	Actual Annual Measurable Outcomes:	Goal Met.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
None established in FY14/15	0	Rolled into Goal #11 for FY15/16 and forward.	0

Scope of Service:	School-Wide	Scope of Service:	
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<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See FY15/16 LCAP for changes. (Rolled into Goal #11 for FY15/16 and forward)
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Original GOAL from prior year LCAP:	#16- Graduation rates will increase annually by 1%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Graduation rate increases by 1% annually.	Actual Annual Measurable Outcomes:	Goal Met.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
English learners and Reclassified English Learners, Low income youth, 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	\$40,000 in addition to current budgeted amt. Additional .5 counseling position \$30,000 (Temescal Academy and IS covered in other sections) Counseling participation rates	Graduation rate increased by 1%. Maintained campus social worker to assist with Mental Health issues. Increased enrollment in Virtual Academy. Temescal Academy added curriculum.	\$40,000 in addition to current budgeted amt. Additional .5 college counseling position \$30,000 (Temescal Academy and IS covered in other sections)

	Improved completion and drop-out rates		
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u></p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>See FY15/16 LCAP for changes.</p>		

Original GOAL from prior year LCAP:	#17- Graduation rates will meet or exceed 90%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Graduation rate meets or exceeds 90%	Actual Annual Measurable Outcomes:	Goal Met.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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 Student participation in counseling programs Participation and completion rates of alternative programs	Covered in other areas of LCAP	Counseling services including mental health services/Educationally Related Mental Health Services (ERMHS)- not secured in FY14/15 but will be in FY15/16. Provided access to Summer Credit Recovery Courses. Students participated with social worker and counseling programs. Participation and completion rates of alternative programs increased via Temescal and Virtual (50 graduates combined)	Covered in other areas of LCAP
Scope of Service:	School-Wide	Scope of Service:	School-Wide

__All	__All
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OR:

Low Income pupils English Learners Foster Youth
 Redesignated fluent English proficient Other Subgroups: Focus
on High Needs Students

OR:

Low Income pupils English Learners Foster Youth
 Redesignated fluent English proficient Other Subgroups: Focus
on High Needs Students

What changes in actions, services,
and expenditures will be made as a
result of reviewing past progress
and/or changes to goals?

See FY15/16 LCAP for changes.

Original GOAL from prior year LCAP:	#18- School will decrease suspension rate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Suspension rate lower than previous year.	Actual Annual Measurable Outcomes:	Goal Met.
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LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services		
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
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Discipline Deans staffing. Discipline and expulsion records.	\$380,000.00	Zero expulsions in FY14/15 Maintained low suspension rate (under 2.5%) 2 Auxiliary periods added for Deans. Goal going forward modified.	\$380,000.00 (Admin, Deans, Support Staff)
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Scope of Service:	School-Wide	Scope of Service:	School-Wide
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<input checked="" type="checkbox"/> All <hr/> 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: _____	<input checked="" type="checkbox"/> All <hr/> 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: _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See FY15/16 LCAP for changes.
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Original GOAL from prior year LCAP:	#19- School will maintain less than 1% expulsion rate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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Expected Annual Measurable Outcomes:	Expulsion rate less that 1%.	Actual Annual Measurable Outcomes:	Expulsion rate less that 1%.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
None established for FY14/15	0	Rolled into Goal #13 in FY15/16 and forward.	0

Scope of Service:	School-Wide	Scope of Service:	
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<u><input checked="" type="checkbox"/></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: _____	<u><input checked="" type="checkbox"/></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: _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See FY15/16 LCAP for changes. (Rolled into Goal#13 in FY15/16 and forward)
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Original GOAL from prior year LCAP:	#20- Continue and increase communication efforts, family and community outreach, parent involvement in all key operations and programs.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 <u>X</u> 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools:	High School ----- Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Increased positive feedback on school stakeholder surveys.	Actual Annual Measurable Outcomes:	Data received in late June 2015 - Positive feedback increase figures pending survey results.
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LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
Support for website, development, and outreach Website Infinite Campus Schoology Survey Monkey Constant Contact Columbia School Satisfaction Survey Position dedicated to website updates, parent liaison, community and development outreach	\$50,000.00 covered from LCAP and multiple sources (Covered earlier in budget)	Personnel added and dedicated to website updates, parent liaison, community and development outreach. Customer service training and onsite feedback survey. Continued usage of: Infinite Campus Schoology Survey Monkey Constant Contact Columbia School Satisfaction Survey	\$50,000.00 covered from LCAP and multiple sources (Covered earlier in budget)

Scope of Service:	School-Wide	Scope of Service:	School-Wide
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<u>X</u> All -----	<u>X</u> All -----
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OR:

Low Income pupils English Learners Foster Youth

Redesignated fluent English proficient

Other Subgroups: _____

OR:

Low Income pupils English Learners Foster Youth

Redesignated fluent English proficient

Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

See FY15/16 LCAP for changes.

Original GOAL from prior year LCAP:	#21- Students including all student subgroups will have access to academic and educational programs as outlined in the school's charter.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <u>X</u> 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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Expected Annual Measurable Outcomes:	100% access.	Actual Annual Measurable Outcomes:	Goal Met.
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LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
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1) Additional Math, Engineering, Science Achievement (MESA) classes 2) Expansion of STEAM classes/STEAMshop Master schedule Course rosters/student enrollment	Three additional classes \$40,000 (Approximately \$13K PER CLASS)	Ongoing support for Math, Engineering, Science Achievement (MESA) class. Expansion of STEAM classes/STEAMshop - forwarded to FY15/16 goals. Increased resources for STEAMshop. Shop used by Rocket club and MESA.	1 existing MESA Class. \$13,000.00
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Scope of Service:	School-Wide	Scope of Service:	School-Wide
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<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____
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English learners and Reclassified English	iPad-\$81,000	Reduced class size in targeted, priority classes	iPad-Covered
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<p>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 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>	<p>Transportation- \$69,300</p> <p>MESA \$26,000</p> <p>Math Classes-\$81,250</p> <p>Add'l CSR - \$419,000</p>	<p>(ELA and Math) - added four new teachers.</p> <p>Gradual schoolwide class size reduction</p> <p>1:1 iPad program provided personal devices for each 9th grader; expanded technology (carts) to include an additional grades to promote critical thinking, creativity, collaboration, digital citizenship and productivity</p> <p>Transportation scholarships provided to students in need of financial assistance</p>	<p>elsewhere in LCAP</p> <p>Transportation-Covered elsewhere in LCAP</p> <p>MESA-Covered elsewhere in LCAP</p> <p>Math Classes-Covered elsewhere in LCAP</p> <p>Add'l CSR - four new Teachers \$360,000.00</p>
<p>Scope of Service:</p>	<p>School-Wide</p>	<p>Scope of Service:</p>	<p>School-Wide</p>
<p><u> </u>All</p> <p>-----</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth</p> <p><u> </u>X Redesignated fluent English proficient</p> <p><u> </u>X Other Subgroups: <u>Students with Disabilities</u></p>		<p><u> </u>All</p> <p>-----</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth</p> <p><u> </u>X Redesignated fluent English proficient</p> <p><u> </u>X Other Subgroups: <u>Students with Disabilities</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>See FY15/16 LCAP for changes.</p>		

Original GOAL from prior year LCAP:	#22- Incoming student participation in Dolphin Leadership Academy for intervention and enrichment.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 <u>X</u> COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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Expected Annual Measurable Outcomes:	100% participation.	Actual Annual Measurable Outcomes:	Goal Met.
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LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
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Provide summer bridge program Student participation Participants' grades and attendance throughout high school compared	\$25,000.00	Provided summer bridge program Met Student participation goal of 100 students Math Placement retest scores improved by 40%.	\$29,000.00
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Scope of Service:	School-Wide	Scope of Service:	School-Wide
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<u>All</u> ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>High Needs At Risk Incoming 9th Graders</u>	<u>All</u> ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>High Needs At Risk Incoming 9th Graders</u>
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What changes in actions, services, and expenditures will be made as a	See FY15/16 LCAP for changes.
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result of reviewing past progress
and/or changes to goals?

Original GOAL from prior year LCAP:	#23- Summer school opportunities provided for students who need to retake course for high school completion or college entrance.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 <u>X</u> COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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Expected Annual Measurable Outcomes:	95% participation and completion.	Actual Annual Measurable Outcomes:	240 Students participated. Future progress will be monitored and use 240 students as a baseline.
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LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
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Provide summer school option for credit recovery. Student participation and course completion.	\$75,000.00	Provided summer school option for credit recovery. Student participation was provided for approximately 240 students.	\$59,000.00
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Scope of Service:	School-Wide	Scope of Service:	School-Wide
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<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See FY15/16 LCAP for changes.
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Original GOAL from prior year LCAP:	#24- Students will be placed correctly in ELA courses and access support and intervention early in the school year.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8 <u>X</u> COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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Expected Annual Measurable Outcomes:	5% increase in course pass rate.	Actual Annual Measurable Outcomes:	There was an increase in pass rate. Actual percentage pending analysis of ELA Pass rate data.
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LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
1) Administer ELA placement exam for incoming 9th graders 2) Provide literacy classes with support from academic coach 3) Expand and promote tutoring options/Study Center and 7th period office hours with teachers Placement test results Course rosters Grade reports (5, 10, 15 wk) Study Center tutoring schedule (expanded hours)	\$25,000.00 for tutors.	Administered ELA placement exam for incoming 9th graders Provided literacy classes with support from academic coach Expanded and promoted tutoring options/Study Center	\$25,000.00 for tutors. \$78,000.00 for 6 literacy classes.

Scope of Service:	School-Wide	Scope of Service:	School-Wide
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<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient
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__Other Subgroups: _____

__Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

See FY15/16 LCAP for changes.

Original GOAL from prior year LCAP:	#25- Students will be placed correctly in math courses and access support and intervention early in the school year.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ X COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	5% increase in course pass rate.	Actual Annual Measurable Outcomes:	Goal Met.
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LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
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1) Administer math placement exam for incoming 9th graders 2) Offer redesigned algebra course with built-in support 3) Expand and promote tutoring options/Study Center and 7th period office hours with teachers Placement test results Course rosters Grade reports (5, 10, 15 wk) Study Center tutoring schedule (expanded hours)	\$25,000 for tutors	Administered math placement exam for incoming 9th graders Offered redesigned algebra course with built-in support - 3 semesters- 1 course Expand and promote tutoring options/Study Center and added Math Lab Placement test results used to appropriately place incoming 9th graders. Course rosters ABC Algebra Math Lab sign in sheets Grade reports (5, 10, 15 wk) Study Center tutoring schedule (expanded hours)	Tutor cost included in ELA LCAP Goal. \$11,000.00 for Math lab.
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Scope of Service:	School-Wide	Scope of Service:	School-Wide
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All

OR:

Low Income pupils English Learners Foster Youth

Redesignated fluent English proficient

Other Subgroups: _____

All

OR:

Low Income pupils English Learners Foster Youth

Redesignated fluent English proficient

Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

See FY15/16 LCAP for changes

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:	\$623,000
<p>PCHS expended approximately \$623,000 in supplemental and concentration funds in FY14/15. These funds were used directly to support teaching and learning across the school with particular attention to high-need students as determined in the LCFF formula. These funds were utilized for Intervention Programs, Class Size Reduction, a Summer School Program, a New Math Lab, additional Technology upgrades, increased tutoring, increased transportation scholarships and new safety initiatives campus-wide.</p> <p>For FY15/16, PCHS must allocate a targeted amount of \$1.6M for continued support and services for these unduplicated students groups. This represents an increase of 5.11% over FY14/15. These increased funds will continue to support and enhance services noted above. In addition PCHS will add new Counseling services, a New ELA Lab and new services for Parents to increase knowledge of the campus technology and connecting to student progress reporting.</p>	

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.

5.11	%
<p>1. Estimate the current fiscal year's amount of the LCFF Target entitlement attributable to the supplemental and concentration grants. \$1.6M</p> <p>2. What did we spend on programs and services which serve the targeted student population in the prior fiscal year? \$623k</p> <p>3. What is the difference between the supplemental and concentration grants at full implementation and the amount spent in the prior fiscal year? (Step 1 minus Step 2) $\\$1.6M - \\$623k = \\$978,600$</p> <p>4. How much funding is the state providing in the current fiscal year to help close the gap in step 3 above? (State rate times Step 3) $53.08\% \times \\$978,600 = \\$519,441$.</p> <p>5. What is the current fiscal year's total spending for supplemental and concentration grants? (Step 2 plus Step 4) $\\$623k + \\$519k = \\$1.14M$</p> <p>6. What portion of the current fiscal year's total LCFF funding is attributable to base funding? (Total LCFF entitlement minus Supplemental and Concentration grants, Targeted Instructional Improvement Grant, and Home to School Transportation) $\\$23.5M - \\$1.14M = \\$22.36M$</p> <p>7. What is the proportion of the current fiscal year's total funding for the targeted student population to total base funding? (Step 5 divided by Step 6) $\\$1.14M / \\$22.36M = 5.11\%$</p> <p>The services provided for our unduplicated FRL and EL population were allocated on a school-wide basis and provided for increased and improved services for these pupils in proportion to the increase in funding provided for such pupils in that LCAP year. Services for unduplicated pupils increased by 2.89% in FY14/15 and by 5.11% in FY15/16.</p>	

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03,

