

Introduction:

LEA: Petaluma City Schools_ **Contact (Name, Title, Email, Phone Number):** Jane Escobedo, Deputy Superintendent _ **LCAP Year:** 2015/16_____

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

Petaluma City Schools

There are over 878 staff members in the Petaluma City Schools who, along with the larger school community, are responsible for the educational experiences of 7400 students.

There are six elementary schools in the Petaluma City (Elementary) School District with an enrollment of approximately 2,120. Class Size Reduction has been implemented in Grades K-3 at all elementary schools. There are also two charter schools operating under the Petaluma City Schools umbrella.

In the Petaluma Joint Union High School District there are two junior high schools, a community day school serving Grades 7-9, two high schools, two small alternative/continuation high schools (one at each comprehensive high school site), and a continuation high school, with a combined enrollment of approximately 4,900.

The districts also have an independent study program (Valley Oaks School) as an alternative available to students in Grades K – 12. All schools within the Petaluma City (Elementary) and Joint Union High School Districts offer special education services, along with Gifted and Talented Education (GATE). Special assistance is provided for all English learner students.

The Petaluma Adult School is an integral part of the Petaluma City Schools. It offers an opportunity for students to continue their education on a high school or post-high school level suitable for adults. Many students enrolled in Adult School classes are working toward a high school diploma, learning English as a second language or fulfilling a desire to just learn something new.

Below are some “quick-facts” that profile the scope of our School District and underscores the value we provide to the Petaluma community.

February 2015

Total Number of K-12 Students = 7,493

Elementary = 2,096 (27% of District enrollment)

Secondary = 5,397 (73% of District enrollment)

Hispanic - 33.32%

Asian - 3.08%

African-American - 1.29%

Free and Reduced Lunch program

Elementary eligible / participation = 39%

Secondary eligible / participation = 34%

English Learners: 1,307 Spanish Speakers = 13.7%

Special Education with active IEP = 13.6%



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>An on-going District Leadership Team (DLT) was reconfigured and convened monthly beginning in October 2014 and continues. The DLT is configured to include:</p> <ul style="list-style-type: none"> Parents ELL Parents Parents of Low Income Students Students Teachers Administrators Community Members Board Members <p>Meetings were held on 10/21/14, 2/3/15, 3/3/15, 4/7/15, and 5/5/15.</p> <p>The purpose of the DLT is to provide input into the development of the LCAP priorities, goals and activities that will drive student achievement and ensure that all students graduate college and career ready. The team meets monthly following the planning process of: needs assessment, identification of priorities, selection of goals, consulting on activities that will meet the identified goals, assist in monitoring progress and suggesting updates and changes to the LCAP. The team serves as liaisons to their various stakeholders groups. In addition, the DLT process was augmented through a community forum and input from all school SSC and staffs. The draft of the LCAP was shared with all staff and posted on the district website to encourage public comment.</p> <p>The DLT was presented the district budget and how the Local Control Funding Formula (LCFF) will impact on district programs. Additionally, team members worked to review and understand the district and schools' academic and demographic data from the last three to five years. The team worked in small groups and presented their findings in order to identify needs and priorities and to set goals for the district, its' schools, and the students that are served. Priorities and goals were also identified for the districts identified subgroups, including White, Hispanic, ELL, Socio-economically disadvantaged, foster, and students with disabilities. The DLT also reviewed data for non-identified subgroups and data for various programs that serve the unique needs of our students throughout the district. In addition our DELAC, SSC and ELAC committees at each school also reviewed and provided input into the development of the LCAP.</p> <p>In addition, the DLT took the draft LCAP priorities, goals and activities to a community forum on April 15, 2014. This opportunity provided DLT members, cabinet and board members additional direction. Community members commented on the LCAP and provided additional input ensuring alignment with community identified needs. The DLT approved the draft LCAP on 5/6/2014.</p> <p>The District English Learner Advisory Council reviewed and commented on the LCAP on 3/11/14 and</p>	<p><i>The PCS LCAP reflects the ongoing involvement of our full community. Members of our DLT were trained to look at and evaluate data, review budget information, and were able to participate in a process that informed them setting priorities. Our LCAP process allowed for on-going input and participatory process that aligned needs, priorities and goals. Members were afforded the opportunity to hear from the general community and to refine their work to better represent the needs of our students. The participatory nature of our process allowed DLT team members to provide highly refined input to our superintendent and board, better reflecting the needs of our community.</i></p> <p><i>Due to the participatory nature of our process, the LCAP went through several revisions that reflected the changes identified by our community. One of the highest priorities that emerged during the LCAP development process was the identification and provision of intervention and differentiated instruction to ensure the continuous academic progress of all of our students. Committee members emphasized the importance of early prevention of learning problems. They felt strongly that intervention should begin as early as possible and that resources should be expended to prevent our youngest learners from falling behind their peers. To that end, our family literacy programs funded through grants and supported by our Adult Education school are included in the LCAP. Additionally, our Rtl program is being redesigned to support our kindergarten and first grade students.</i></p> <p><i>The other refinement to our programs that has come as a result of the LCAP process is our high school students will have increased contact and monitoring to ensure their readiness for both college and career. Each student, with the guidance of their counselor, will develop a four-year plan identifying their college and career goals. They will meet yearly with their counselors to monitor and adjust their plan as they learn more about additional options that are available.</i></p> <p><i>Additionally, we have refined our goals and worked to clarify our expectations for our students under Common Core state standards.</i></p>

<p>again on 4/29/14. Questions were generated and answered in writing by the superintendent. This process was also used for questions generated by the DLT and community. (LCAP Written Comments at www.petalumacityschools.org)</p> <p>A public hearing was held on June 10, 2014. Additionally, the public was encouraged to comment in writing on the PCS LCAP. Our superintendent took each comment into consideration and responded in writing. Our board of education reviewed the LCAP on June 10, 2014 and adopted the LCAP on June 24, 2014.</p>	
<p>Annual Update: The DLT continued to meet in the 2014/15 school year. Meetings were held on 10/21/14, 2/3/15, 3/3/15, 4/7/15, and 5/5/15.</p> <p>Work of the DLT included reviewing metrics, actions and services, budgeted and anticipated expenditures and revision as necessary. The major work of the DLT this year was to collect and review student, teacher, and community input.</p> <p>In addition, the District English Learner Advisory Council reviewed and provided input on the LCAP at both their March 11, 2015 and April 28, 2015 meetings.</p> <p>Two community forums were held in Feb11, 2015 and March.30, 2015. Translation was provided at both meetings. Approximately 30 parents and community members attended the evenings.</p> <p>Additionally, two surveys were developed, one for parents and community members. The survey as posted in late February and open until the end of April. Principals were encouraged to share the survey with parents through newsletters and school site councils.</p> <p>The other survey was designed for PCS teachers. Principals were encouraged to share the survey and provide staff members time at staff meetings to complete the survey. There were 99 responses, or about 28% of teachers.</p> <p>The LCAP was also reviewed by the Superintendent Advisory Councils for parents, teachers, and classified staff.</p> <p>A public hearing was held on June 16, 2015. Additionally, the public was encouraged to comment in writing on the PCS LCAP. Our superintendent took each comment into consideration and responded in writing. Our board of education reviewed the LCAP and budget on June 16, 2015 and adopted the LCAP and budget on June 23, 2015</p>	<p>Annual Update: <i>As a result of the DLT review of LCAP results for 2014/15, including parent, community, student, and teacher surveys the 15/16 LCAP was revised to incorporate the highest priorities identified by our community. Survey results indicated Access to Courses was the highest priority for our parents, students, and community. A safe, inclusive school climate was the second highest priority with student attendance at school ranked third. The lowest ranked priorities were CCSS aligned instruction and materials available to all students.</i></p> <p><i>Teachers responded that their highest priority was classroom instruction that promotes academic achievement for all students, second priority was safe, inclusive schools and third priority was student attendance.</i></p> <p><i>Our DELAC parents indicated that their highest priorities was to provide additional support to ELL students by hiring additional bilingual personnel and counselors.</i></p> <p><i>As a result of community, staff, and student input the goals of the PCS Board of Education and the LCAP were adjusted to better reflect areas of need and priority for our community. Actions and expenditures were also adjusted to align with our refined goals.</i></p>

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

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

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

Scope of Service: Describe the scope of each action/service by identifying the school sites 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 school sites 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Gateway to College Academy
Local Control and Accountability Plan and Annual Update

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

GOAL:	Goal 1: Gateway to College Academy (GtCA) students will demonstrate the acquisition of academic skills aligned with statewide standards.		Related State and/or Local Priorities:	
			1__x__ 2__x__ 3__ 4__x__ 5__ 6__ 7__ 8__x__	
			COE only: 9__ 10__	
			Local : Specify _____	
Identified Need :	GtCA students need an effective, comprehensive academic education program that accommodates individual challenges within the traditional high school setting in obtaining their high school diplomas.			
Goal Applies to:	Schools:	GtCA		
	Applicable Pupil Subgroups:	ALL		

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	1. CAASPP test performance when available 2. API growth targets when available 3. English language proficiency rates measured by CELDT and/or SRJC English Placement Test 4. EL reclassification rate 5. CAHSEE passage rate		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students will receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law and who are adept at meeting the needs of at risk students. Instructors work together to develop a coherent instructional program for high risk students at all ability levels. They cultivate an “ethic of excellence” and hold students to high expectations while offering high levels of encouragement and support. A caring, solution-focused approach to working with students is the foundation for all learning. Instructors develop personal connections with students and foster an environment that values and respects individual differences. Instructors design learning activities that teach and reinforce the skills and habits required for effective collaborative learning. They teach students how to build supportive communities within and outside of the classroom (e.g., in study groups). Instructors teach students how to understand new concepts by adding to, modifying, or reorganizing existing knowledge and concepts. They help students solve new problems by drawing on previous experiences and they make the learning process explicit so that students are able to recognize the connections between new learning and existing concepts and skills. Instructional activities are flexible enough to provide students with opportunities to learn in ways that are meaningful to them.</p> <p>Instructors help students overcome self-defeating beliefs by recognizing that academic success is attributable to controllable factors such as hard work. In order to empower students to take responsibility for their own learning, instructors help students discover and understand their learning style, the conditions under which they best learn, and their role in the learning process. Instructors teach students specific strategies for learning, reasoning, and problem solving. They structure opportunities for students to reflect on and evaluate their learning and identify strategies for improvement. Instructors design projects and other performance tasks that provide evidence that the student is capable of achieving the intended outcome(s). By promoting habits such as setting</p>	School wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	\$320,000.00

<p>SMART goals, organization, and self-advocacy, instructors help students identify themselves as independent, successful college students.</p>			
<p>Provide mental health therapist to support to meet the academic, social, and emotional needs of students.</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Services provided by SRJC at no additional cost</p>
<p>Teachers and administration use data to determine individual learning needs and to make modifications to instruction. Data-based decision-making guides the improvement of student and program outcomes. Instructors regularly and collaboratively reflect on direct evidence of learning (individual student performance on projects, tests, and other performance tasks) and indirect evidence of learning (student reflections and feedback). The Cycle of Inquiry is regularly used to analyze aggregate measures of student progress, including course success rates and student success.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>GtC National Network to provide data services at no additional cost.</p>
<p>Employ instructional strategies that engage students in learning inside and outside the classroom, relate academic concepts to the 'real world,' and develop skills that are needed for college and work such as: effective use of technology, time management, effective verbal and written communication, critical thinking, research, and collaboration.</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional expenditures to those listed above</p>
<p>Professional development to improve instruction will include:</p> <ul style="list-style-type: none"> • Classroom Management for the Common Core Classroom • Data Driven Instruction • Common Core State Standards for Mathematics • Social Sciences (Common Core State Standards/ELA) • Content Specific Knowledge Workshops • Visual and Performing Arts • Addressing the needs of Foster Youth, EL, and Low Income students • Professional learning communities • Alternative education best practices 	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000</p>
<p>Use/Purchase CCSS aligned materials.</p> <ul style="list-style-type: none"> • Mathematics texts • Career Exploration course texts • College survival skills texts • Social Studies text books 	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$32,000</p>

<ul style="list-style-type: none"> Cyber High courses 			
<p>The following extracurricular and support activities are planned to increase student academic interest and to promote a strong school community:</p> <ul style="list-style-type: none"> Welcome week (Fall and Spring semesters) UC, CSU, and private university tours Community meetings 	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$9,500
<p>Track attendance/absence data and interventions including the use of weekly attendance reports, home calls using integrated school information system software, timely staff calls home, and counseling interventions for chronically absent students, including home visits when necessary.</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional expenditures; data included in Student Information System
<p>Provide the following parent activities:</p> <ul style="list-style-type: none"> Commitment to Support agreements Parent teacher meetings Open House events Orientations 	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,500
<p>Conduct reclassification procedures using CELDT and the following criteria: Parental consultation; comparison of the pupil's performance in basic skills against an empirically established range; the Student Oral Language Observation Matrix.</p> <p>Students are initially identified upon enrollment. Twice each year (fall and spring), GtCA staff, including teachers and Director, meet to review students' progress toward English language acquisition. Current test scores (CELDT for all pre-identified English Learners or self-identified at GtCA enrollment, CST for 10th and 11th graders, and CAHSEE results for all students who have not yet passed) will be reviewed, along with the SRJC English Placement Test score, which most often is the most recent standardized test in student's file, and teachers' notes. If the student has made sufficient progress and is not placed into ESL courses based upon their SRJC English Placement Test performance, they may be reclassified. To ensure that all RFEP students succeed academically, GtCA staff will recommend and implement interventions and support for students not demonstrating academic progress. These may include: individual</p>	School wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional expenditures

<p>student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school; more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or study skills support (exit from the Instructional Programs for English Learners); CELDT overall score of Early Advanced or Advanced on CELDT with no subtest lower than Intermediate, indicating fluent English proficiency; California Standards Test score of Basic (325) or higher on English Language Arts.</p>			
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LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. CAASPP test performance when available 2. API growth targets when available 3. UC A-G and college course completion rate 4. English language proficiency rates measured by CELDT and/or SRJC English Placement Test 5. EL reclassification rate 6. CAHSEE passage rate 7. High school graduation rate 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students will receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law and who are adept at meeting the needs of at risk students. Instructors work together to develop a coherent instructional program for high risk students at all ability levels. They cultivate an "ethic of excellence" and hold students to high expectations while offering high levels of encouragement and support. A caring, solution-focused approach to working with students is the foundation for all learning. Instructors develop personal connections with students and foster an environment that values and respects individual differences. Instructors design learning activities that teach and reinforce the skills and habits required for effective collaborative learning. They teach students how to build supportive communities within and outside of the classroom (e.g., in study groups). Instructors teach students how to understand new concepts by adding to, modifying, or reorganizing existing knowledge and concepts. They help students solve new problems by drawing on</p>	<p>ALL</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>TBD</p>

<p>previous experiences and they make the learning process explicit so that students are able to recognize the connections between new learning and existing concepts and skills. Instructional activities are flexible enough to provide students with opportunities to learn in ways that are meaningful to them.</p> <p>Instructors help students overcome self-defeating beliefs by recognizing that academic success is attributable to controllable factors such as hard work. In order to empower students to take responsibility for their own learning, instructors help students discover and understand their learning style, the conditions under which they best learn, and their role in the learning process. Instructors teach students specific strategies for learning, reasoning, and problem solving. They structure opportunities for students to reflect on and evaluate their learning and identify strategies for improvement. Instructors design projects and other performance tasks that provide evidence that the student is capable of achieving the intended outcome(s). By promoting habits such as setting SMART goals, organization, and self-advocacy, instructors help students identify themselves as independent, successful college students.</p>			
<p>Provide mental health therapist to support to meet the academic, social, and emotional needs of students.</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Services provided by SRJC at no additional cost.</p>
<p>Teachers and administration use data to determine individual learning needs and to make modifications to instruction. Data-based decision-making guides the improvement of student and program outcomes. Instructors regularly and collaboratively reflect on direct evidence of learning (individual student performance on projects, tests, and other performance tasks) and indirect evidence of learning (student reflections and feedback). The Cycle of Inquiry is regularly used to analyze aggregate measures of student progress, including course success rates and student success.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>GtC National Network to provide data services at no additional cost.</p>
<p>Employ instructional strategies that engage students in learning inside and outside the classroom, relate academic concepts to the 'real world,' and develop skills that are needed for college and work such as: effective use of technology, time management, effective verbal and written communication, critical thinking, research, and collaboration.</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No additional costs to those listed above.</p>
<p>Professional development to improve instruction will include:</p> <ul style="list-style-type: none"> Classroom Management for the Common Core Classroom 	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>\$15,000</p>

<ul style="list-style-type: none"> • Data Driven Instruction • Common Core State Standards for Mathematics • Social Sciences (Common Core State Standards/ELA) • Content Specific Knowledge Workshops • Visual and Performing Arts • Addressing the needs of Foster Youth, EL, and Low Income students • Professional learning communities • Alternative education best practices 		__Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	
Use/Purchase CCSS aligned materials. <ul style="list-style-type: none"> • Mathematics texts • Career Exploration course texts • College survival skills texts • Social Studies text books • Cyber High courses 	School wide	<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	\$32,000
The following extracurricular and support activities are planned to increase student academic interest and to promote a strong school community: <ul style="list-style-type: none"> • Welcome week (Fall and Spring semesters) • UC, CSU, and private university tours • Community meetings 	School wide	<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	\$9,500
Track attendance/absence data and interventions including the use of weekly attendance reports, home calls using integrated school information system software, timely staff calls home, and counseling interventions for chronically absent students, including home visits when necessary.	School wide	<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures; data included in Student Information System
Provide the following parent activities: <ul style="list-style-type: none"> • Commitment to Support agreements • Parent teacher meetings • Open House events • Orientations 	School wide	<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	\$1,500

<p>Conduct reclassification procedures using CELDT and the following criteria: Parental consultation; comparison of the pupil's performance in basic skills against an empirically established range; the Student Oral Language Observation Matrix.</p> <p>Students are initially identified upon enrollment. Twice each year (fall and spring), GtCA staff, including teachers and Director, meet to review students' progress toward English language acquisition. Current test scores (CELDT for all pre-identified English Learners or self-identified at GtCA enrollment, CST for 10th and 11th graders, and CAHSEE results for all students who have not yet passed) will be reviewed, along with the SRJC English Placement Test score, which most often is the most recent standardized test in student's file, and teachers' notes. If the student has made sufficient progress and is not placed into ESL courses based upon their SRJC English Placement Test performance, they may be reclassified. To ensure that all RFEP students succeed academically, GtCA staff will recommend and implement interventions and support for students not demonstrating academic progress. These may include: individual student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school; more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or study skills support (exit from the Instructional Programs for English Learners); CELDT overall score of Early Advanced or Advanced on CELDT with no subtest lower than Intermediate, indicating fluent English proficiency; California Standards Test score of Basic (325) or higher on English Language Arts.</p>	<p>School wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No additional expenditures</p>
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<p>LCAP Year 3: 2017-18</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. CAASPP test performance when available 2. API growth targets when available 3. UC A-G and college course completion rate 4. English language proficiency rates measured by CELDT and/or SRJC English Placement Test 5. EL reclassification rate

6. CAHSEE passage rate 7. High school graduation rate			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students will receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law and who are adept at meeting the needs of at risk students. Instructors work together to develop a coherent instructional program for high risk students at all ability levels. They cultivate an "ethic of excellence" and hold students to high expectations while offering high levels of encouragement and support. A caring, solution-focused approach to working with students is the foundation for all learning. Instructors develop personal connections with students and foster an environment that values and respects individual differences. Instructors design learning activities that teach and reinforce the skills and habits required for effective collaborative learning. They teach students how to build supportive communities within and outside of the classroom (e.g., in study groups). Instructors teach students how to understand new concepts by adding to, modifying, or reorganizing existing knowledge and concepts. They help students solve new problems by drawing on previous experiences and they make the learning process explicit so that students are able to recognize the connections between new learning and existing concepts and skills. Instructional activities are flexible enough to provide students with opportunities to learn in ways that are meaningful to them.</p> <p>Instructors help students overcome self-defeating beliefs by recognizing that academic success is attributable to controllable factors such as hard work. In order to empower students to take responsibility for their own learning, instructors help students discover and understand their learning style, the conditions under which they best learn, and their role in the learning process. Instructors teach students specific strategies for learning, reasoning, and problem solving. They structure opportunities for students to reflect on and evaluate their learning and identify strategies for improvement. Instructors design projects and other performance tasks that provide evidence that the student is capable of achieving the intended outcome(s). By promoting habits such as setting SMART goals, organization, and self-advocacy, instructors help students identify themselves as independent, successful college students.</p>	School wide	<u> </u> X <u> </u> ALL	\$345,000
		<p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Re-designated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	
Provide mental health therapist to support to meet the academic, social,	School wide	<u> </u> X <u> </u> ALL	Provided by SRJC

<p>and emotional needs of students.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Ed</u></p>	<p>at no additional cost</p>
<p>Teachers and administration use data to determine individual learning needs and to make modifications to instruction. Data-based decision-making guides the improvement of student and program outcomes. Instructors regularly and collaboratively reflect on direct evidence of learning (individual student performance on projects, tests, and other performance tasks) and indirect evidence of learning (student reflections and feedback). The Cycle of Inquiry is regularly used to analyze aggregate measures of student progress, including course success rates and student success.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>GtC National Network to provide data services at no additional cost.</p>
<p>Employ instructional strategies that engage students in learning inside and outside the classroom, relate academic concepts to the 'real world,' and develop skills that are needed for college and work such as: effective use of technology, time management, effective verbal and written communication, critical thinking, research, and collaboration.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Ed</u></p>	<p>No additional costs to those listed above.</p>
<p>Professional development to improve instruction will include:</p> <ul style="list-style-type: none"> • Classroom Management for the Common Core Classroom • Data Driven Instruction • Common Core State Standards for Mathematics • Social Sciences (Common Core State Standards) • Content Specific Knowledge Workshops • Visual and Performing Arts • Addressing the needs of Foster Youth, EL, and Low Income students • Professional learning communities • Alternative education best practices 	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$8,000</p>
<p>Use/Purchase CCSS aligned materials.</p> <ul style="list-style-type: none"> • Mathematics texts • Career Exploration course texts • College survival skills texts • Social Studies text books • Cyber High courses 	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$32,000</p>

<p>The following extracurricular and support activities are planned to increase student academic interest and to promote a strong school community:</p> <ul style="list-style-type: none"> • Welcome week (Fall and Spring semesters) • UC, CSU, and private university tours • Community meetings 	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$12,000</p>
<p>Track attendance/absence data and interventions including the use of weekly attendance reports, home calls using integrated school information system software, timely staff calls home, and counseling interventions for chronically absent students, including home visits when necessary.</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional expenditures</p>
<p>Provide the following parent activities:</p> <ul style="list-style-type: none"> • Commitment to Support agreements • Parent teacher meetings • Open House events • Orientations 	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,500</p>
<p>Conduct reclassification procedures using CELDT and the following criteria: Parental consultation; comparison of the pupil's performance in basic skills against an empirically established range; the Student Oral Language Observation Matrix.</p> <p>Students are initially identified upon enrollment. Twice each year (fall and spring), GtCA staff, including teachers and Director, meet to review students' progress toward English language acquisition. Current test scores (CELDT for all pre-identified English Learners or self-identified at GtCA enrollment, CST for 10th and 11th graders, and CAHSEE results for all students who have not yet passed) will be reviewed, along with the SRJC English Placement Test score, which most often is the most recent standardized test in student's file, and teachers' notes. If the student has made sufficient progress and is not placed into ESL courses based upon their SRJC English Placement Test performance, they may be reclassified. To ensure that all RFEP students succeed academically, GtCA staff will recommend and implement interventions and support for students not demonstrating academic progress. These may include: individual student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school;</p>	<p>School wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional expenditures</p>

<p>more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or study skills support (exit from the Instructional Programs for English Learners); CELDT overall score of Early Advanced or Advanced on CELDT with no subtest lower than Intermediate, indicating fluent English proficiency; California Standards Test score of Basic (325) or higher on English Language Arts.</p>			
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<p>GOAL:</p>	<p>Goal 2: Students will complete the GtCA Foundation program and be prepared for rigorous course work leading to a high school diploma while demonstrating preparation for college and the workforce.</p>		<p>Related State and/or Local Priorities:</p>	
			<p>1__x__ 2__x__ 3__ 4__x__ 5__ 6__ 7__x__ 8__x__</p>	
			<p>COE only: 9__ 10__</p>	
			<p>Local : Specify _____</p>	
<p>Identified Need:</p>	<p>GtCA students must be prepared to access post-secondary education opportunities and to establish meaningful careers.</p>			
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>GtCA</p>		
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>		

LCAP Year 1: 2015 -16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • A-G and college course passage rates • Attendance rate • Chronic absenteeism rate • Dropout rate • Suspension rate • Expulsion rate • High school graduation rate 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement foundation term to support students in learning to succeed in an educational setting and develop a personalized plan that prepares them for postsecondary success. Learn within a small learning community that builds their academic and personal skills, preparing them for high school and postsecondary success. During their initial term students take English, math, and a college survival and success class where they learn how to take effective notes, study for tests, and juggle school, work, and family life. Students also complete a college career development class and experience a project-based Leadership component to help them focus their academic and career goals and coursework.	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional expenditures to those included related to staffing above.
Provide tutors, facilitate study groups, group and one-one-one tutoring, non-credit reading and writing classes that assess and target skills development with Directed Learning Activities. Academic coaches in writing, math, social sciences and science to support student learning in Foundation and college courses. Academic coaching will be available during scheduled times during the day.	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$18,000
Counseling staff: <ul style="list-style-type: none"> • Advise students on program requirements • Develop student's academic goals • Evaluate student's academic history and education, including transcript evaluation • Introduce students to resources available throughout the college • Develop, facilitate, and deliver college success and career exploration classes • Meet with students and parents to ensure student success 	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$80,000

<ul style="list-style-type: none"> • Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class • Help students access needed counseling services, support networks, community health, or housing services • College admissions application support • Financial aid seminars and application support • Organize field trips and special campus events 			
<p>Parent training in financial aid, benefits of college, college and career pathways, college applications will be provided to support student goals.</p>	<p>School wide</p>	<p><u> X </u> ALL __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Subgroups: (Specify) _____</p>	<p>\$5,000</p>

<p style="text-align: center;">LCAP Year 2: 2016 -17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • A-G and college course passage rates • Attendance rate • Chronic absenteeism rate • Dropout rate • Suspension rate • Expulsion rate • High school graduation rate 		
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>
<p>Implement foundation term to support students in learning to succeed in an educational setting and develop a personalized plan that prepares them for postsecondary success. Learn within a small learning community that builds their academic and personal skills, preparing them for high school and postsecondary success. During their initial term students take English, math, and a college survival and success class where they learn how to take effective notes, study for tests, and juggle school, work, and family life. Students also complete a college career development class and experience a project-based Leadership</p>	<p>School wide</p>	<p><u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>No additional expenditures to those included related to staffing above.</p>

<p>component to help them focus their academic and career goals and coursework.</p>			
<p>Provide tutors, facilitate study groups, group and one-one-one tutoring, non-credit reading and writing classes that assess and target skills development with Directed Learning Activities. Academic coaches in writing, math, social sciences and science to support student learning in Foundation and college courses. Academic coaching will be available during scheduled times during the day.</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$23,000</p>
<p>Counseling staff:</p> <ul style="list-style-type: none"> • Advise students on program requirements • Develop student's academic goals • Evaluate student's academic history and education, including transcript evaluation • Introduce students to resources available throughout the college • Develop, facilitate, and deliver college success and career exploration classes • Meet with students and parents to ensure student success • Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class • Help students access needed counseling services, support networks, community health, or housing services • College admissions application support • Financial aid seminars and application support • Organize field trips and special campus events 	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$120,000</p>
<p>Parent training in financial aid, benefits of college, college and career pathways, college applications will be provided to support student goals.</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000</p>

LCAP Year 3: 2017 -18

Expected Annual

<p>Measurable Outcomes:</p>	<ul style="list-style-type: none"> • A-G and college course passage rates • Attendance rate • Chronic absenteeism rate • Dropout rate • Suspension rate • Expulsion rate • High school graduation rate 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement foundation term to support students in learning to succeed in an educational setting and develop a personalized plan that prepares them for postsecondary success. Learn within a small learning community that builds their academic and personal skills, preparing them for high school and postsecondary success. During their initial term students take English, math, and a college survival and success class where they learn how to take effective notes, study for tests, and juggle school, work, and family life. Students also complete a college career development class and experience a project-based Leadership component to help them focus their academic and career goals and coursework.</p>	<p>School wide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>No additional expenditures to those included related to staffing above.</p>
<p>Provide tutors, facilitate study groups, group and one-one-one tutoring, non-credit reading and writing classes that assess and target skills development with Directed Learning Activities. Academic coaches in writing, math, social sciences and science to support student learning in Foundation and college courses. Academic coaching will be available during scheduled times during the day.</p>	<p>School wide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>\$28,000</p>
<p>Counseling staff:</p> <ul style="list-style-type: none"> • Advise students on program requirements • Develop student's academic goals • Evaluate student's academic history and education, including transcript evaluation • Introduce students to resources available throughout the college • Develop, facilitate, and deliver college success and career exploration classes • Meet with students and parents to ensure student success • Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class • Help students access needed counseling services, support 	<p>School wide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>\$120,000</p>

<ul style="list-style-type: none"> networks, community health, or housing services • College admissions application support • Financial aid seminars and application support • Organize field trips and special campus events 			
Parent training in financial aid, benefits of college, college and career pathways, college applications will be provided to support student goals.	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	Goal 1: Students need access to 21 st Century learning environments and tools.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Goal Applies to:	Schools:	All schools K-12	
	Applicable Pupil Subgroups:	All Subgroups	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of teachers will be appropriately credentialed to teach the classes they are assigned 2. 100% of new teachers will receive support from an induction program 3. CCSS aligned math materials will be identified 4. 10% of students will have 1:1 devices 5. 10% of classrooms will be reconfigured to 21st Century learning standards 6. 100% of facilities will be maintained in good condition 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 98.3% of teachers are appropriately credentialed to teach the classes they are assigned 2. 100% of new teachers (years1&2) are enrolled in an induction program 3. College Preparatory Math (CPM) has been identified for use in mathematics instruction 6-12. K-5 teachers are currently in process; reviewing math curricula. 4. 800 8th grade students are piloting 1:1 devices. This represents 10% of total district population 5. 21 classrooms are piloting 21st Century furniture. This represents 7% of the district. 6. 100% of school facilities received a rating of good or above on the 2014 FIT (Facility Inspection Tool)

LCAP Year: 2014-15					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Teachers without appropriate credentials will complete coursework to remedy.		\$5,000.00 Title II	98% of teachers were highly qualified. All first and second year teachers participated in BTSA with district fiscal support. 2 teachers completed VPSS.		\$56,069.00 Title II
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
All district facilities will be maintained in good to excellent condition as determined by the Facility Inspection Tool (FIT) and deferred maintenance walkthroughs		2,000,000.00 Basic Funds	.All district facilities were reported as in good to excellent condition as documented on the FIT.		1,629,135.00 Basic Funds – maintenance
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Classrooms will be updated for 21st Century instruction including: • flexible workspaces • ample electric plugs • smart teacher lectern • display space • flexible furniture		\$1,800,000.00 Bond Funds	Furniture has been purchased and will be in place for the 15/16 school year. Most teachers participated in active learning environment training focused on the redesign of their classrooms to support 21 st Century instruction.		\$1,820,285.00 Bond Funds
Scope of service:	Districtwide		Scope of service:	Districtwide	

The district will ensure that adequate bandwidth is provided to all classrooms		89,000,000.00 Bond Funds \$748,000 CCSS Funds	The district upgraded the wireless internet at all sites and the district office. Wireless broadband access will be 10gbs beginning in the 15/16 school year.	4,159.150.00 Bond Funds 748,000.00 CCSS (13/14)
Scope of Service	Districtwide		Scope of Service	Districtwide
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____			X ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	
In order to promote 21 st Century skills, each student will be provided a 1:1 computing device.		\$4,000,000.00 Bond Funds	800 8 th grade students were supplied 1:1 chrome books for use in their classrooms and at home. Teachers were also provided a chrome book, a Mac Book and an iPad, Due to the success of the pilot program, all students will be provided an iPad in the 15/16 school year.	\$4,075,000.00 Bond Funds
Scope of service:	Districtwide		Scope of service:	Districtwide
X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____			X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	
All teachers will have access to technological devices needed to support 21st Century his includes in every classroom: • Teacher device • LCD projector • Doc Cam • Voice amplification system, • Student devices		\$500,000.00 Bond Funds	All classrooms were evaluated for a standard classroom package and will be upgraded to meet minimum district standards of a projection system, doc cam, and teacher and student devices. In addition, Teacher devices were purchased and deployed in 14/15. Voice amplification systems were eliminated from the classroom tech package due to cost.	\$528,664.00 Bond Funds
Scope of service:	Districtwide		Scope of service:	Districtwide
X_ALL OR: __Low Income pupils __English Learners			X_ALL OR: __Low Income pupils __English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
District and schools will identify and purchase CCSS aligned instructional resources including: <ul style="list-style-type: none"> • Open source materials • Electronic materials • Text based materials • Supplemental materials 	\$200,000.00 Restricted Lottery Funds \$27,575.00 Supplemental Funds	The 6-12 math committee identified CPM math materials for implementation in the 15/16 school year. The K-5 committee continues to meet and review materials. A variety of ebooks were piloted across grade levels and subject areas.	\$133,627.00 Restricted Lottery \$27,575 Supplemental Funds
Scope of Service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
The district will continue to support the maintenance of technology through a variety of support systems including: <ul style="list-style-type: none"> • Tech Support Department • Mouse Squad • Other Supports 	\$784,000.00 Basic Funds \$253,000 Parcel Tax Funds	The district evaluated and redesigned the technology department to better support both classrooms and offices. Mouse Squad was successfully piloted at Casa Grande high school	\$744,424.00 Basic Funds \$262,986.00 Parcel Tax
Scope of Service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All the actions planned in goal 1 were completed. The actions lead to a focus on selecting instructional materials and redesigning PCS classroom environments to better support increased collaboration, communication, critical thinking and creativity aligned to the CCSS. The Tech department redesign is moving away from a sole focus on supporting devices to a dual focus on supporting both devices and end users. This dual focus will better support teachers, students and staff with integrating digital devices into teaching and learning. Beginning teachers and those not fully credentialed will continued to be supported, ensuring highly qualified and competent teachers for our students. This support will continue. 1:1 devices were piloted at 6 th Grade Academy, McKinley, and with 8 th grade students. Based on the success of the pilot and the passage of bonds, all students in PCS will have 1:1 iPads in 15/16. Additionally, students received a more personalized instructional environment due to class size reduction across the district. All goals will continue into 15/16. Since furniture, 1:1 devices and		

broadband projects are completed, those activities will be eliminated. The 15/16 focus will turn away from providing tools to using the tools for teaching and learning in the 21st Century.

Original GOAL from prior year LCAP:	Goal 2: Classroom instruction will be aligned to 21 st Century teaching and learning.		Related State and/or Local Priorities:	
			1__ 2_x 3_x 4_x 5_x 6__ 7__ 8__	
			COE only: 9__ 10__	
			Local : Specify _____	
Goal Applies to:	Schools:	All schools K-12		
	Applicable Pupil Subgroups:	All Subgroups		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 60% of students will score proficient or above on SBAC Math. Data will be disaggregated by subgroup. 60% of students will score proficient or above on SBAC ELA. Data will be disaggregated by subgroup. 60% of students will score proficient or advanced on the SBAC Science performance task grades 3-11. Class size in grades 4-12 will be reduced by 1 student. K-3 class will remain at a 24:1 average. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> Currently in grades 7-12, 82.7% of students are receiving a C or better in English Language Arts and 70.6% of students in math. (Interim measure- SBAC due 7/15) 72% of K-8 students are scoring proficient or advanced on the Ren Learn ELA STAR test (Interim assessment – SBAC due 7/15) Performance task scores are not available at this time. (SBAC baseline due 7/15) 70% of the 6th grade is piloting OSS curriculum aligned, 6,7& 8 grade teachers have agreed to plan to transition to the integrated science model. An additional 8 teachers were hired at the secondary and 3 teachers were hired at elementary. 	

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers K-12 will meet together in a Collaborative Learning Network (CLN) to observe student response and to refine CCSS aligned instruction to better meet student needs, including ELL, SED, and SWD	\$55,000 Basic Funds	100% of PCS teachers met together in Petaluma Learning Network teams. 40% of teachers presented the findings of their PLN investigation to colleagues in January 2015.	\$55,000.00 Basic Funds
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	
K-12 curriculum committee, Ed Tech committee, ELA and Math, and Science leadership teams will meet to review CCSS instruction, design professional development activities, and guide implementation of CCSS	\$12,500 Basic Funds	Meetings of the Ed Tech, K-12 Curriculum and Staff Development meetings, K-6 and 7-12 math committees and 6-8 Science committees were held through out the year.	\$12,500.00 Basic Funds
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	
Teachers and Instructional Assistants will participate in professional development activities that promote full implementation of CCSS implementation of the CCSS and peer support including: • School Visitations • Virtual Learning opportunities • PD Plans • PAPR committee • Shortened Wed.	\$162,504 Basic Funds \$5,000 CCSS Funds	Teachers and Instructional Assistants were provided 3 professional development days focused on integration of technology and CCSS. Elementary teachers and Instructional Assistants also participated in WFTB training. Instructional strategies PD focused on Close Reading, Academic Discourse and Writing from Evidence.	\$425,840.00 Basic Funds \$0 CCSS Funds

<ul style="list-style-type: none"> • PD Days • Conferences 			
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
In order to promote 21 st Century skills, each student will be provided with a 1:1 computing device.	89,000,000 Bond Funds	Chromebooks were piloted with all 8 th grade students during the 14/15 school year. iPads were purchased for all students and will be deployed in the 15/16 school year. A LMS was piloted with 8 th grade students.	\$4,075,000.00 Bond Funds
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Integrated math and science courses will be designed and implemented in grades 7-12.	\$7,500 CCSS Funding	The 6-12 Math teachers identified CPM math as the CCSS aligned integrated math program for all students. 6-8 Science teachers chose to implement Integrated Science for all students. Teachers are attending training in June of 2015.	\$4900.00 CCSS Funding
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Academic language will be identified in each CCSS aligned unit. Teachers will identify strategies that will increase ELL student access to CCSS.			
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR:		OR:	

<p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re=designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>ELL students' English language development will be assessed and monitored throughout the year. Instruction will be adjusted to accelerate academic progress.</p>			
<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</p>	
<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>RFEP student academic progress will be monitored</p>		<p>BRT and ELRT monitored RFEP students throughout the year. Students were provided additional support based on needs.</p>	
<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</p>	
<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</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>The district will continue planned actions and services in Goal 2. Professional Development focused on CCSS and integrating technology into and across the curriculum has identified as a high priority by both teachers and parents. In 15/16, two additional professional development days will be added. A complete network of support for teachers and students will be developed using the Petaluma Pioneer Tech Coach program and the addition of 3 TOSAs. Goals 2,3,4 and 5 are being combined into one goal for the 15/16 school year. This will bring a stronger focus on integration of CCSS, the 4C's and technology to increase personalized instruction for all students. ELD will continue to be upgraded. This was identified as a high priority by our DELAC parents.</p>		

Original GOAL from prior year LCAP:	Goals 3 and 4, : All students will graduate from PCS college and career ready		Related State and/or Local Priorities:		
			1__ x 2__ 3__ x 4__ x 5__ x 6__ 7__ 8__		
			COE only: 9__ 10__		
			Local : Specify _____		
Goal Applies to:	Schools:	All schools K-12			
	Applicable Pupil Subgroups:	All Subgroups			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 5. 100% of 9th grade students will have a four year plan. (see goal 5) 6. 40% of students will meet for A-G. An additional 10% of ELL & SED students will meet A-G. 7. At least 2 Core and CTE linked courses will be available at each high school. 8. Core and CTE linked classes will increase by 10%. 9. An additional 10% of ELL, SED, and SWD students will participate in EAP and AP testing 10. 50% of all students, including ELL, SED, SWD students, will score proficient or above on ELA SBAC. Data will be disaggregated by subgroup. 11. 50% of all 5th grade students will score proficient or above in fractions on the EOU assessment 12. 40% of all students including ELL, SED, SWD students will be on track to complete A-G requirements at the end of 10th grade. 13. Tier 1, 2, and 3 interventions will be identified at all schools 14. 80% of ELL students will be re-designated within 6 years on continuous enrollment 15. An additional 5% of ELL, FEP, and SED students will be enrolled in honors and AP courses. 16. 100% of identified GATE students will be enrolled in a GATE program of their choice. 		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Counselors report that 100% of 9th grade students have developed a 4 year plan. All students have access and are enrolled in all required areas of study. Students in double blocked math or ELA participate in semester long Science and History courses at the Jr. High level. 2. In 13/14, 36.4 % of all students were on track to complete A-G requirements at the end of 10th grade. 76.5% of these students are white, .63% of them are ELL and 21.5 % are re-designated ELL. 3. There are 147 CTE courses available in the district. 7 linked classes were identified in the 14/15 school year. Two new CTE linked classes will be added in the 15/16 school year. 4. New computer science courses are being added to both high schools for the 15/16 school year. This is a 1.4% increase. 5. 39% of 11 & 12 grade students took one or more AP exam. The passing rate with 3 or higher was 65% for all students. We are not able to disaggregate by subgroup at this time 6. EAP is now embedded in the SBAC. 100% of students will take the EAP as a part of the SBAC. Students will self-select scores to be sent to UC or CSU. 7. EOU assessment in 5th grade indicates that 58.8% of students are proficient in fractions. This data is not representative of all schools in PCS. 8. Schools focused on developing on-going formative assessment and embedding student progress monitoring. Learning teams were established in all elementary schools to provide guidance and support to teachers in providing personalized instruction for all students. 9. 54.3% of all ELL students were re-designated. 60.5% of ELL students who attended PCS were re-designated within 6 years or less. 10. In 2013/14, 20.3% of ELL, RFEP and SED students were 	

			<p>enrolled in one or more AP or honors course. In 2014/15, 25% were enrolled.</p> <p>11. 100% of identified GATE students are in programs at their home school or in our GATE magnet program. Our GATE</p>
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LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
High Schools will examine course sequences to ensure all students can complete A-G requirements within the regular course sequence.		No additional cost	Counselors, Principals, and Assistant Principals met to examine why students were not meeting A-G requirements. They made recommendations including purchasing a college/career platform to assist students in developing their interests and to monitor student progress.	
Scope of service:	Districtwide		Scope of service:	Districtwide
<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
CTE and Core classes will work together to integrate hands-on career related application and to increase A-G certification .		No Additional Cost	There were 147 CTE classes available in the district. An additional 5 CTE classes were aligned and approved for A-G certification.	
Scope of service:	Districtwide		Scope of service:	Districtwide
<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
AP and Honors courses at the Jr. and High Schools will be open to all students who are willing to challenge themselves.		No Additional Cost	An increase in AP and honors enrollment was confirmed by the number of AP tests taken in 13/4 and 14/15 at both high schools.	
Scope of service:	Districtwide		Scope of service:	Districtwide
<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Students at KJHS and CGHS will be able to select a bilingual/bi-literate pathway leading to the California Seal of Bi-literacy.		No additional costs	96 students received the Seal of Bi-literacy in June 2105. 70 received the seal in 13/14. This program was expanded to PJHS and PHS.	

Scope of service: KJHS/CGHS			Scope of service: All secondary schools		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
All teachers will establish the use of formative assessments to monitor student progress toward CCSS. Data will be used to guide differentiated instruction and intervention services.		\$15,000 Basic Funds	K-6 teachers developed formative assessments for all CCSS aligned math units. Selected EOU assessments were used to monitor student progress. Ren Learn STAR reading assessments were used in grades K-8 to monitor student progress in reading. District writing benchmarks were used to monitor student progress in grade K-6 and in Alternative Education. Data was entered in to EADMS.		\$23,449.00
Scope of service: Districtwide			Scope of service: Districtwide		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
All schools will identify and implement a model of tiered interventions that support struggling students. This maybe a learning center, collaborative classes, UDL, or other. An emphasis on early prevention and intervention programs will be developed.		\$16,969 Supplemental Funds	All schools established an Rtl or learning team group. A focus on progress monitoring, data collection, and instructional refinements was included. Additional reading teachers were hired. Many schools looks at schedules and personnel to support students both within the classrooms and in intervention settings. 3 additional schools are developing learning centers and additional collaborative classes are being established.		\$49,644.00 Supplemental Funds
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Class size will be reduced by 1 student in grade 4 -12. K-3 class sizes will be reduced to an average of 24:1.			\$793,968.00 Supplemental Funds \$791,199.00	Class sizes in the 14/15 school year were as follows: Grades 4-6 – 24:1 Grades 7-8 – 28.6:1	

	Parcel Tax Funds	Grades 9-12 – 29:1 In Alternative Education settings average class size was 10.6:1	Parcel Tax Funds
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	
GATE identified students will receive differentiated instruction based on their needs.	No additional cost	McKinley GATE program expanded to 6 th grade and all GATE students were served through differentiated instruction . Parents were given the option of choosing their home school or attending the GATE magnet program.	No additional cost
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>GATE</u>		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>GATE</u>	
Supplementary instructional resources that support struggling students to reach mastery of CCSS will be purchased.	\$20,000.00	A variety of supplementary materials were purchased to provide intervention and support to struggling students.	\$27,527.00 Supplemental
Scope of service: Districtwide		Scope of service: Districtwide	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Ed</u>		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Ed</u>	
ELL, SED, FY and SWD students will be provided extended year programs in order to increase learning time.	130,000.00 Supplementary \$50,0000 Title 1	Summer school was provided to all struggling students in grades K-11. 20 sections of various classes were provided for students needing credit recovery at the secondary. A bridge to High school program was provided for 8 th grade struggling students transitioning to 9 th grade. 2 classes at each grade level was offered at the elementary.	\$150,000.00 Supplementary \$50,000.00 Title 1
Scope of service: Districtwide		Scope of service: Districtwide	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Students at McKinley and McDowell will be provided supplemental Spanish language instruction	\$165,410 Supplemental Funds	A Spanish teacher was hired at both schools to provide Spanish language instruction integrated with Social Studies.	\$142,217.00 Supplemental Funds
Scope of service: McKinley & McDowell		Scope of service: McKinley and McDowell	
__ALL		_x_ ALL	
OR: _x_ Low Income pupils _x_ English Learners _x_ Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		OR: _x_ Low Income pupils _x_ English Learners _x_ Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	
All elementary& secondary ELL students will participate in directed and integrated ELD instruction daily aligned to Next Generation ELD standards. Academic language will be identified in each CCSS aligned unit.	\$855,757 Supplemental Funds	Elementary schools modified schedules, teachers attended training and conferences, principals monitored student progress and an after school homework club was established at two schools. Each elementary had a BRT to support student progress. Secondary schools had an ELRT who was released 1 period to coordinate ELL services. Teachers met in PLN and Professional Development Wednesday afternoons to collaborate on academic language development across the curriculum. ELL student progress was monitored throughout the year	\$1,050,000.00 Supplemental Funds
Scope of service: Districtwide		Scope of service: Districtwide	
__ALL		__ALL	
OR: __Low Income pupils x_ English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _x_ English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	
Preschool experiences will be provided to children and their families in order to support academic and social development	Grant Funded	AVANCE, PASITOS were offered at McKinley, McDowell and PASITOS was expanded to Valley Vista.	Grant Funded
Scope of service: McK, McD, McN, VV			
__ALL OR: __Low Income pupils x_ English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils _x_ English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All activities in goals3 and 4 were successfully completed. A greater focus on implementing CCSS aligned instruction, driven by both formative and summative assessments was the focus of the goals. Data indicates while the general population continues to master grade level standards, our significant subgroups need additional support to close the persistent achievement gap in PCS. In 15/16, a continued focus on fully developing personalized learning and intervention will continue. Additional bilingual support is a high priority for our community.		

Original GOAL from prior year LCAP:	Goal 4: Parents will be engaged in their students' education		Related State and/or Local Priorities:	
			1__ 2__ 3__ 4__ 5_x 6_x 7_x 8_x	
			COE only: 9__ 10__	
			Local : Specify _____	
Goal Applies to:	Schools:	All schools K-12		
	Applicable Pupil Subgroups:	All Subgroups		
Expected Annual Measurable Outcomes:	6. 70% parents will use AERIES.net 7. 70% of Jr. High parents will attend college/career events 8. 70% of 4 th grade parents will attend preparation for Jr. High/High school events 9. AVANCE and Pasitos preschool programs are 100% full. 10. SSC, DLAC, DLT will continue.		Actual Annual Measurable Outcomes:	1. About 75% of parents are on AERIES.net 2. Both Junior High Schools have held a variety of parent college and career events. Approximately 39% of parents have participated in these events. 3. Elementary schools have held a variety of events that prepare parents for the transition to Jr. High school. Approximately 50% of parents have attended these events. 4. AVANCE and Pasitos are 100% enrolled 5. All SSC, DLAC and DLT committees have continued to meet in the 14/15 school year.

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Aeries grade book will be fully implemented to increase parent ability to monitor student progress and to communicate with teachers.		No additional cost	All 7-12 teachers received additional support on implementing the AERIES grade book. K-6 report cards were developed and all teachers were trained. 90% of parents have an AERIES account.
Scope of service:	Districtwide		Scope of service: Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Re-designated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Re-designated fluent English proficient ___Other Subgroups:(Specify)_____
Aeries re-registration will be opened for all parents to complete and update student information yearly.		\$107, 446 Basic Funds	90% of parents used reregistration through AERIES to enroll their students. District and Site personnel were trained to support parents in the reregistration process.
Scope of service:	Districtwide		Scope of service: Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Re-designated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Re-designated fluent English proficient ___Other Subgroups:(Specify)_____
Parents in the elementary schools will attend information nights on planning for their student future college and career readiness beginning in fourth grade.		No additional cost	Parents at all Jr. High and High schools were offered a variety of events, including college and career evenings, presentations from 10,000 degrees, and school counselors. Elementary principals identified the need to develop common information from Jr. High to distribute to all parents.
Scope of service: District wide			Scope of service: District wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL

Parents in the Jr. High schools will participate in planning for high school success in the seventh grade.	No additional cost	Information events were held at each Jr.High for 8 th grade students. 7 th grade students will be included beginning in 15/16. Jr. High principals identified the need to establish consistent information to be distributed to all parents.	
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
High School students and their parents will participate in college and career nights presented in both English and Spanish	No additional cost	Parents at all Jr. High and High schools were offered a variety of events, including college and career evenings, presentations from 10,000 degrees, and school counselors. Elementary principals identified the need to develop information from Jr. High to distribute to all parents.	No Additional Cost
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
School and district advisory councils will continue to provide input into school and district instructional programs, fiscal oversight, and advisory capacities	No additional cost	SSC and ELAC councils continued to meet throughout the 14/15 school year at all sites. The DLT met five times to monitor and provide input into LCAP.	No Additional Cost
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> LL		<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Semi-annual progress reports will be presented to the Board of Education	No additional cost	The Board of Education was provided 2 updates on LCAP during the 14/15 school year.	No Additional Cost
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR__Lo OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ <input type="checkbox"/> FosterRe-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>A Family Resource Center at McDowell school provides assistance to parents and families.</p>	<p>\$40,000 Grant Funds \$10,000 Supplemental Funds</p>	<p>The FRC served 354 families while 44 families received a variety of case managed services.</p>	<p>\$40,000 Grant Funds \$10,000 Supplemental Funds</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Preschool experiences will be provided to children and their families in order to support academic and social development</p>	<p>Grant Funded \$156,861 Supplemental Funds (Teen parent program)</p>	<p>Preschool services are provided on the McKinley and McDowell campuses and are open to the entire district. The teen parent program provides a full child care/preschool program. AVANCE and Pasitos are grant funded. All programs are 100% enrolled.</p>	<p>Grant Funded \$156,861 Supplemental Funds (Teen parent program)</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Parent outreach and translation services will be provided at all school sites with significant ELL populations.</p>	<p>See Bilingual Services above</p>		<p>See Bilingual Services above</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</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>All planned activities in Goal 4 were completed. The need to develop and distribute consistent information for parents regarding college and career readiness will be addressed 15/16. Parents identified the need to add bilingual personnel and to increase communication with all parents.</p>		

Original GOAL from prior year LCAP:	Goal 5: Students will be supported to meet the rigor required to be a productive 21 st Century citizen.		Related State and/or Local Priorities:	
			1__ 2__ 3__ 4__ 5__ 6__ 7_x 8_x	
			COE only: 9__ 10__	
			Local : Specify _____	
Goal Applies to:	Schools:	All schools K-12		
	Applicable Pupil Subgroups:	All Subgroups		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. School attendance rate will remain 93% or above for all significant subgroups 2. There will be a 5% decrease in the number of chronically absent students 3. 80% of all students and 70% of Latino students will report a strong connection to school on the CHKS 4. 70% of all students and 90% of Latino students will indicate strong adult relationships on the CHKS 5. Graduation rate will maintain at 92.6% or above. 6. Drop out rates will be maintained or lowered across all subgroups 7. The district expulsion rate will maintain at or below 0.6% 8. The number of students suspended annually will decrease by 5% 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. The attendance rate for all students in 13/14 was 97.3%. All subgroups attendance rates are well above 93%. 2. In 14/15, 65 students or 0.88% were identified as chronically absent. 3. Data indicated that in grades 7-8 96% and 9-12 91.5% of all students indicate a strong connection to school while 96% of Latino 7-8 graders and 89% of Latino 9-12 graders indicated a strong connection to school. 4. In grades 7-12 87 % of students indicate strong adult connections at school while 84% of Latino indicate a strong adult connection at school. 5. The 13/14 graduation rate was 90%. ELL students graduation rate was 84.2%, for SED 82.6%, and SWD 79.5%. 6. The drop out rate in PCS in 13/14 was 1.3%. The county and state rates were 3.1%. The addition of Gateway to College program increased the overall dropout rate for PCS. 7. In 13/14 the expulsion rate maintained at 0.6%. 8. In 12/13 and in 13/14, the suspension rate was 7.1%. This is a decrease of 19% from the 11/12 school year. 	

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
When students are identified as being truant (3 or more days of unexcused absence) or chronically absent, the school site will initiated the truancy letter process (a chronically absent letter will be added to the system). Site intervention and, if needed, district intervention process will be activated.	No additional cost	A new SARB letter was created and distributed to all parents with chronically absent or truant students.	No additional cost
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Academic counselors will establish and monitor a 4 year academic plan aligned to college and career goals for each student grade 9-12.	\$1,237,193.00 Basic Funds	100% of students in 9 th grade developed a 4 year plan.	\$1,230.198.00 Basic Funds
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Universal prevention and intervention programs will continue to be used to support students at all levels. Student Assistance Approach is activated when a student does not progress. Guidance Specialists and MFCC will be hired. Alternative school options are a component of providing smaller school settings.	\$1,453,099 Supplemental Funds \$483,549 Basic Funds	Teachers in K-6 implemented Caring School Communities and Toolbox. 9-12 schools implemented Safe Schools Ambassadors and other programs that support a positive school climate. Guidance Specialists and MFCC interns were hired for each site. Transition team, SARB, and SST meetings continued to support students and teachers. Additional staff to support the small school setting were hired.	\$863,673.00 Supplemental Funds \$1,136,377.00 Basic Funds
Scope of service: Districtwide		Scope of service: Districtwide	

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Partnerships with community resources will be continued and expanded to provide student and family support. The Family Resource Center at McDowell will be funded.	\$40,000.00 Grant \$10,000.00 Supplemental	Partnerships were continued with a variety of community resources. Examples include: HC2, PPD, PPS. The Family Resource Center at McDowell was funded. Child care for Teen Parent and afterschool programs was also funded.	\$40,000.00 Grant \$189,537.00 Supplemental
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All activities were completed and goals were met. In 15/16, a greater emphasis on college and career readiness will lead to college and career readiness for our students. A student planning platform will be considered. Data indicates that goal 5 is and support services is an area of strength for the district. The activities identified in goal 5 will continue to support our students.		

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:	\$ 10,293 _____
<p>Funds were used in 2014-15 to provide the following supplemental programs and services (to our unduplicated students):</p> <p>One 0.1 FTE Social Science teacher was dedicated to providing tutoring and CAHSEE test-taking preparation for all applicable students.</p> <p>These LCAP actions and services total the minimum proportionality percentage and only represent a portion of the actions and services that were provided as part of our comprehensive program to ALL students, including ALL subgroups, socioeconomically disadvantaged students, foster youth, students with disabilities, and English learners.</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.

	%
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LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).