

Introduction:

LEA: Sixth Grade Academy at PJHS **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.

Sixth Grade Academy

There are over 2.4 staff members in the Petaluma City Schools who, along with the larger school community, are responsible for the educational experiences of 60 students.

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 6th grade students = 60**

English Learners 2%

Socioeconomically Disadvantaged 36%

Students with Disabilities 13%

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 (j), 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</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-</i></p>

<p>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 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><i>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>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</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</i></p>

<p>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><i>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>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for 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?

GOAL:	Goal 1: Students need access to 21 st Century learning environments and tools	Related State and/or Local Priorities:
		1 <u> </u> 2 <u> </u> 3 <u> </u> 4 <u> </u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u> </u>
		COE only: 9 <u> </u> 10 <u> </u>

			Local : Specify _____
Identified Need :	<p>Students need highly qualified teachers to support their learning. Currently 98.3% of teachers are appropriately credentialed and 100% of new teachers attended induction programs.</p> <p>Students need instructional materials aligned to CCSS aligned materials in all subject areas. CPM math was purchased for grades 6-12. All other subject areas need to be addressed.</p> <p>Students need a more personalized instructional program. An additional 8 teachers were hired in the secondary and 3 hired in the elementary.</p> <p>100% of students and teachers need support to fully integrate the 1:1 devices in their learning and instruction. The tech department was upgraded to include a ticketing system, Apple Help Desk and one new employee to assist with "backend" work.</p> <p>All school facilities need to be maintained in good to excellent conditions to ensure optimal learning spaces for our students.</p>		
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	

LCAP Year 1: 2015-16	
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. Williams certification will be 100%

	<p>4. Students and teachers will access the support of the PCS Tech Department as documented in the tech ticketing system. 100% of tickets will be completed.</p> <p>5. 100% of students will receive a more personalized learning environment.</p> <p>6. 100% of school facilities will be maintained in exemplary condition</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Non-HQT teachers will be encouraged to seek credentials or certificates to address areas of non-compliance. Reimbursement for VPSS will be offered to those who qualify.	ALL	<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>	<p>\$5,000.00</p> <p>Title II</p> <p>4035/5200</p>
<p>District and schools will identify and purchase CCSS aligned instructional resources including:</p> <ul style="list-style-type: none"> • Open source materials • Electronic materials • Text based materials • Supplemental materials 	ALL	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other</p> <p>Subgroups:(Specify) <u>Special Ed</u></p>	<p>\$150,000.00</p> <p>0000/4000's</p> <p>30,000.00</p> <p>0920/4000's</p>
Instructional materials for math will be purchased for grade K-5 and for integrated math 2 and 3.	ALL	<p><input checked="" type="checkbox"/> ALL</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>	<p>\$TBD</p> <p>6300/4000</p> <p>\$TBD</p> <p>One Time</p>
All first and second year teachers will participate in an induction program at district cost.	ALL	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other</p> <p>Subgroups:(Specify) <u>Special Ed</u></p>	<p>\$56,000.00</p> <p>4035/1000's</p>
Class size will be reduced by one student in grades 4-12 to enhance individual student achievement and to provide more personalized instruction. Class size in grades K-3 will remain at an average of 24.	ALL	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$950,000.00</p> <p>9999/9999/1000's</p> <p>\$520,000.00</p> <p>0920/1000's</p>
<p>The redesigned Ed Tech Department will provide comprehensive support of 1:1 devices to teachers and students through:</p> <ul style="list-style-type: none"> • Ticketing system • Personnel to support teachers, staff, and students • Apple helpline (staff, teachers, students, parents) 	ALL	<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>	<p>\$740,000.00</p> <p>0000/1000's/5800</p> <p>\$260,000.00</p> <p>9999/9998/1000's/5800</p>
Repairs and upgrades will be made to district facilities as identified in		<input checked="" type="checkbox"/> ALL	

deferred maintenance walk through and FIT inspections.		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)_____	\$2,000,000.00 0000/5800/5630
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LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	7. 100% of teachers will be appropriately credentialed to teach the classes they are assigned 8. 100% of new teachers will receive support from an induction program. 9. 100% of students will have access to CCSS aligned instructional resources 10. 100% of facilities will be maintained in good condition.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All schools in PCS will be supported to provide active learning environments that promote individual academic success. Teachers and staff will be hired.	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)_____	\$42,870,222 0000/1000's \$17,746,884 0000/2000's
Non-HQT teachers will be encouraged to seek credentials or certificates to address areas of non-compliance. Reimbursement for VPSS will be offered to those who qualify. All first and second year teachers will participate in an induction program at district cost.	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)_____	\$56,000.00 4035/5200
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 	ALL	<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> _____	\$150,000.00 0000/4000's 30,000.00 0920/4000's
Class size will be reduced by 2 students in every classroom in order to enhance individual student achievement and to provide more personalized instruction	ALL	<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 checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$950,000.00 9999/9998/1000's \$520,000.00 0920/1000's
The redesigned Ed Tech Department will provide comprehensive support of 1:1 devices to teachers and students through: <ul style="list-style-type: none"> • Ticketing system • Personnel to support teachers, staff, and students • Apple helpline (staff, teachers, students, parents) • 	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)_____	\$740,000.00 0000/1000's/5800 \$260,000.00 9999/9998/1000's/ 5800

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	11. 100% of teachers will be appropriately credentialed to teach the classes they are assigned 12. 100% of new teachers will receive support from an induction program. 13. 100% of students will have access to CCSS aligned instructional resources 14. 100% of facilities will be maintained in good condition.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All schools in PCS will be supported to provide active learning environments that promote individual academic success. Teachers and staff will be hired.	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)_____	\$42,870,222 0000/1000's \$17,746,884 0000/2000's
Non-HQT teachers will be encouraged to seek credentials or certificates to address areas of non-compliance. Reimbursement for VPSS will be offered to those who qualify. All first and second year teachers will participate in an induction program at district cost.	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)_____	\$56,000.00 4035/5200
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 	ALL	<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> _____	\$150,000.00 0000/4000's 30,000.00 0920/4000's
Class size will be reduced by 2 students in every classroom in order to enhance individual student achievement and to provide more personalized instruction	ALL	<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 checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$950,000.00 9999/9998/ 1000's \$520,000.00 0920/1000's
The redesigned Ed Tech Department will provide comprehensive support of 1:1 devices to teachers and students through: <ul style="list-style-type: none"> • Ticketing system • Personnel to support teachers, staff, and students • Apple helpline (staff, teachers, students, parents) • 	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)_____	\$740,000.00 0000/1000's/5800 \$260,000.00 9999/9998/1000's/ 5800

GOAL:	Goal 2: All students will graduate from PCS schools college and career ready.		Related State and/or Local Priorities:	
			1__ 2_x 3_x 4_x 5_x 6__ 7__ 8__	
			COE only: 9__ 10__	
			Local : Specify _____	
Identified Need:	<ol style="list-style-type: none"> 1. Students need to increase their mastery of grade level standards in ELA and Math. Currently, 72% of K-8 students K-8 are scoring at grade level or above in reading and 70.6% of 7-12 students are receiving a C or better in math (interim assessment; SBAC baseline in July 2015) 2. Students in significant subgroups, English Learner, Latino, Socio-economically Disadvantaged and Special Education students need to increase their mastery of grade level standards in ELA and Math. See above (interim assessment; SBAC baseline July 2015) 3. All teachers need professional development that assists them to align instruction to CCSS in across all subject areas. 100% of PCS teachers have attended at least 1 professional development activity focused on CCSS. 4. All of students need Science instruction that is aligned to NGSS. Currently, teachers in grades K-8 have attended district sponsored NGSS training. 5. All ELL students need instruction ELD instruction aligned to NG-ELD standards. 7 District ELRTs and BRTs have attended ELD next generation training. 6. 100% of third grade students need to be proficient in reading. Currently 59% are at or above grade level on Ren Learn STAR. 7. Fifth grade students need to be proficient in fractions. Currently, 58.8% of students are proficient. 8. Students need access to a variety of courses in order to prepare for college and career. 100% of students have access and are enrolled in required areas of study. 9. 100% of ELL students who are in the district for 6 consecutive years or more need to be re-designated to Fully English Proficient. 60.5% of ELL students were re-designated within six years. The overall re-designation rate was 10.8% at elementary and 14.8% at secondary. 10. ELL students need to reach English Proficiency as measured by the CELDT. In 14/15 35% of elementary and 55% of secondary met CELDT criterion for English proficiency. The district met AMAO 1 and 2 but did not meet AMAO 3. 11. ELL students need to develop proficiency in both their home language (Spanish) and English. 70 students received the seal of bi-literacy in 13/14 and 98 in 14/15. 			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		

LCAP Year 1: 2015 -16

Expected Annual Measurable Outcomes:

1. 60% of students will reach achievement level 3 or 4 on the SBAC ELA and Math (baseline data July 2015)
2. 50% of ELL, SED, FY and Sp. Ed students will reach achievement level 3 or 4 in ELA and Math on SBAC (baseline data July 2015)
3. 100% of PCS teachers will attend training on the integration of CCSS instruction with technology.
4. 100% of science teachers will attend training and receive on the alignment of instruction with NGSS.
5. 30% of teachers of ELL students will attend training on the alignment of instruction with NG-ELD standards.
6. An additional 5% of third grade students will be proficient in reading as measured by SBAC and RenLearn STAR assessment (Baseline data July2015)
7. An additional 5% of fifth grade students will be proficient in fractions as measured by SBAC and math EOU data (Baseline data July 2015)
8. 100% of students will have access to all required areas of study.
9. An additional 5% of ELL students who are continuously enrolled in the district for six years will be re-designated.
10. District ELL student re-designation rate will remain above the county and state rates.
11. An additional 1% of ELL students meet English proficiency as measured by CELDT. District will meet all AMAOs.
12. The percentage of student designated as long-term ELL students will decrease by 5% annually.
13. An additional 3% of students will receive the Seal of Bi-literacy at graduation.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Various district curriculum committees will meet to align CCSS,NGSS,NG-ELD instruction, curriculum, and professional development. Consultants maybe hired to support their work.	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)_____	\$12,000.00 0000/1000's
Professional development will focus on the development of standards based, personalized, active learning environment and instruction that support all students, including CCSS, NGSS and NG-ELD: <ul style="list-style-type: none"> • 4 Teachers on Special Assignment • 16 Petaluma Pioneers • 5 Professional Development Days • Petaluma Learning Network (PLN) • Wednesday shorten days • Attendance at conferences • Virtual Learning Opportunities • Professional development plans • PAPER Committee 	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)_____	\$450,000.00 0000/1000's \$746,800.00 0920/1000's/5200
Science teachers will align instruction to NGSS. Teachers will collaborate on unit development, formative and summative assessments, and instructional resources.	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	\$10,000.00 0000/1000's

		Subgroups:(Specify)_____	
A teacher on special assignment (TOSA) will be hired to support teachers in the development of the NGSS aligned curriculum.			\$45,000.00 0000/1000's
Math teachers in grades 6-10 will attend training for the full implementation of CPM Integrated Mathematics. In 15/16 grades 6, 7, 8 and Integrated Math 1 will be offered.	ALL	<u> </u> X_ALL <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)_____	\$10,000.00 0000/1000's/5200
Students K-12 will participate in a comprehensive assessment program that will monitor their progress and assist teachers in providing personalized instruction. Formative and summative assessments will continue to be identified and implemented in grades K-12. Resources include Ren Learn Star Literacy K-8, SBAC formative, interim, and summative assessments, and teacher created EOY assessments. The EADMS student data management system will be used to monitor progress, disaggregate data, and assist in instruction decisions.	ALL	<u> </u> X_ALL <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)_____	\$25,000.00 0000/1000's/5800
All schools will implement a multi-tiered system of interventions in support of increasing the academic achievement of all students. Special Education, ELL and general education teachers will collaborate to design a comprehensive support system for students. Additional staff maybe hired. In 15/16 the focus will be on in-class intervention and support.	ALL	<u> </u> X_ALL <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Re-designated fluent English proficient <u> </u> Other Subgroups: (Specify)_____ Special Education_____	\$50,000.00 0920/1000's/2000's
All ELL students will participate in both designated and integrated daily ELD program aligned to Next Generation ELD standards. Teachers will be trained in ELD methods.	ALL	<u> </u> ALL <u> </u> Low Income pupils <u> </u> X English Learners <u> </u> Foster Youth <u> </u> X Re-designated fluent English proficient <u> </u> Other Subgroups: (Specify)_____	\$10,000.00 0920/1000's/4000's
Bilingual Resource Teachers, Bilingual Instructional Assistants, English Learner Resource Teachers, Bilingual Clerks and Community Coordinators will be hired to provide instruction and support to ELL students and their families.	ALL	<u> </u> ALL <u> </u> Low Income pupils <u> </u> X English Learners <u> </u> Foster Youth <u> </u> X Re-designated fluent English proficient <u> </u> Other Subgroups: (Specify)_____	\$1,000,000.00 0920/1000's/2000's/ 4000's
ELD instructional resources will be purchased to expand support to ELL students.	ALL	<u> </u> ALL <u> </u> Low Income pupils <u> </u> X English Learners <u> </u> Foster Youth <u> </u> X Re-designated fluent English proficient <u> </u> Other Subgroups: (Specify)_____	\$35,000 0920/4000's/5000/s 4035/4000's/5000's

<p>RFEP and ELL student's academic achievement and language development progress will be monitored. Student support will be provided as needed.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL <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 cost</p>
<p>Summer school will be provided for struggling students in grades K- 11. Administrators and teachers, and staff will be hired. Instructional materials will be purchased.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL <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) <u>Special Education</u></p>	<p>\$150,000.00 0920/1000's/2000's/ 4000's \$20,000.00 3010/1000's/2000's/ 4000's</p>
<p>An intensive ELD program will be provided for ELL newcomers as a part of summer school.</p>	<p>ELL</p>	<p><input type="checkbox"/> ALL <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) <u>Special Education</u></p>	<p>See Above</p>
<p>Preschool experiences will be provided to children and their families to promote both academic and social development. Programs include, AVANCE, Ready for K, Pasitos, and SAHS Teen Parent Program.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL <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) _____</p>	<p>\$10,000.00 0920/1000's/2000's/ 4000's/5000's \$150,000 Teen Parent Childcare 0920/1000's/2000's/ 4000's/5000's</p>

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	14. An increasing number/percentage of students will reach achievement level 3 or 4 on the SBAC (baseline data July 2015) 15. An increasing number/percentage of ELL, SED, FY and Sp. Ed students will reach achievement level 3 or 4 in ELA and Math on SBAC (baseline data July 2015) 16. An increasing number/percentage of third grade students will be proficient in reading as measured by SBAC and RenLearn STAR assessment (Baseline data July2015) 17. 75% of fifth grade students will be proficient in fractions as measured by SBAC and math EOU data (Baseline data July 2015) 18. 100% of teachers will attend professional development focused on the implementation of an active learning environment as measured by attendance records. 19. An increasing number of students will receive the California Seal of Bi-literacy upon graduation 20. District ELL student re-designation rate will remain above the county and state rates. 21. The percentage of student designated as long-term ELL students will decrease annually. 22. Early Childhood programs will be 100% enrolled.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Various district curriculum committees will meet to align CCSS instruction, curriculum, and professional development. Consultants maybe hired to support their work.	ALL	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	\$12,000.00 0000/1000's
Professional development will focus on the development of standards based, personalized, active learning environment and instruction that support all students: <ul style="list-style-type: none"> • 4 Teachers on Special Assignment • 16 Petaluma Pioneers • 3 Professional Development Days • Petaluma Learning Network (PLN) • Wednesday shorten days • Attendance at conferences • Virtual Learning Opportunities • Professional development plans • PAPER Committee 	ALL	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	\$450,000.00 0000/1000's \$440,000.00 0920/1000's/5200's
Grades 6-8 Science teachers will align instruction to NGSS. Teachers will collaborate on unit development, formative and summative assessments, and instructional resources. A part- time teacher on special assignment will be hired.	ALL	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other	\$45,000.00 0000/1000's

		Subgroups:(Specify)_____	
Math teachers in grades 6-10 will attend training for the full implementation of CPM Integrated Mathematics. In 15/16 grades 6, 7, 8 and Integrated Math 1 will be offered. Instructional materials will be purchased.	ALL	<input checked="" type="checkbox"/> ALL	\$10,000.00 0000'1000's/5200
		<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"/> 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)_____	
Students K-12 will participate in a comprehensive assessment program that will monitor their progress and assist teachers in providing personalized instruction. Formative and summative assessments will continued to be identified and implemented in grades K-12. Resources include Ren Learn Star Literacy K-8, SBAC formative, interim, and summative assessments, and teacher created EOY assessments. The EADMS student data management system will be used to monitor progress, disaggregate data, and assist in instruction decisions.	ALL	<input checked="" type="checkbox"/> ALL	\$25,000.00 0000/1000's/5800
		<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"/> 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) <u>Special Needs</u>	
All schools will implement a tiered system of interventions in support of increasing the academic achievement of all students. Special Education, ELL and general education teachers will collaborate to design a comprehensive support system for students. Additional staff maybe hired. In 15/16 the focus will be on in-class intervention and support.	ALL	<input checked="" type="checkbox"/> ALL	\$50,000.00 0920/1000's/2000's
		<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>	
All ELL students will participate in both designated and integrated daily ELD program aligned to Next Generation ELD standards. Teachers will be trained in ELD methods. Bilingual Resource Teachers, Bilingual Instructional Assistants, English Learner Resource Teachers, Bilingual Clerks and Community Coordinators will be hired. Instructional resources will be purchased. RFEP and ELL students academic achievement and language development progress will be monitored. Student support will be provided as needed.	ALL	<input type="checkbox"/> ALL	\$1,000,000.00 0920/1000's/4000's
		<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>Summer school will be provided for struggling students in grades K- 11. Administrators and teachers, and staff will be hired. Instructional materials will be purchased.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL <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) <u>Special Education</u></p>	<p>\$120,000.00 0920/1000's/2000's/ 4000's \$20,000.00 3010/1000's/2000's/ 4000's</p>
<p>Preschool experiences will be provided to children and their families to promote both academic and social development. Programs include, AVANCE, Ready for K, Pasitos, and SAHS Teen Parent Program.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL <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) _____</p>	<p>\$10,000.00 0920/1000's/2000's/ 4000's/5000's</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. An increasing number/percentage of students will reach achievement level 3 or 4 on the SBAC (baseline data July 2015) 2. An increasing number/percentage of ELL, SED, FY and Sp. Ed students will reach achievement level 3 or 4 in ELA and Math on SBAC (baseline data July 2015) 3. An increasing number/percentage of third grade students will be proficient in reading as measured by SBAC and RenLearn STAR assessment (Baseline data July2015) 4. 75% of fifth grade students will be proficient in fractions as measured by SBAC and math EOU data (Baseline data July 2015) 5. 100% of teachers will attend professional development focused on the implementation of an active learning environment as measured by attendance records. 6. An increasing number of students will receive the California Seal of Bi-literacy upon graduation 7. District ELL student re-designation rate will remain above the county and state rates. 8. The percentage of student designated as long-term ELL students will decrease annually. 9. Early Childhood programs will be 100% enrolled. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Various district curriculum committees will meet to align CCSS instruction, curriculum, and professional development. Consultants maybe hired to support their work.</p>	<p>ALL</p>	<p><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)_____</p>	<p>\$12,000.00 0000/1000's</p>
<p>Professional development will focus on the development of standards based, personalized, active learning environment and instruction that support all students:</p> <ul style="list-style-type: none"> • 4 Teachers on Special Assignment • 16 Petaluma Pioneers • 3 Professional Development Days • Petaluma Learning Network (PLN) • Wednesday shorten days • Attendance at conferences • Virtual Learning Opportunities • Professional development plans • PAPER Committee 	<p>ALL</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>\$450,000.00 0000/1000's \$440,000.00 0920/1000's5200</p>
<p>Grades 6-8 Science teachers will align instruction to NGSS. Teachers will collaborate on unit development, formative and summative assessments, and instructional resources. A part- time teacher on special assignment will be hired.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>\$45,000.00 0000/1000's/4000's</p>

		__Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	
Math teachers in grades 6-10 will attend training for the full implementation of CPM Integrated Mathematics. In 15/16 grades 6, 7, 8 and Integrated Math 1 will be offered. Instructional materials will be purchased.	ALL	<input checked="" type="checkbox"/> _ALL	\$10,000.00 0000/1000's/5200
		__Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups: (Specify)_____	
		__Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups: (Specify)_Special Needs_	
		<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 __Other Subgroups: (Specify)_____	
Students K-12 will participate in a comprehensive assessment program that will monitor their progress and assist teachers in providing personalized instruction. Formative and summative assessments will continued to be identified and implemented in grades K-12. Resources include Ren Learn Star Literacy K-8, SBAC formative, interim, and summative assessments, and teacher created EOY assessments. The EADMS student data management system will be used to monitor progress, disaggregate data, and assist in instruction decisions.	ALL	<input checked="" type="checkbox"/> _ALL	\$25,000.00 0000/1000's/5800
		__Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups: (Specify)_____	
Students at McKinley and McDowell will participate in a Spanish Language Program. Teachers will be hired	McKinley & McDowell	__ALL	\$140,000.00 0920/1000's
		<input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners __Foster Youth <input checked="" type="checkbox"/> _Re-designated fluent English proficient __Other Subgroups: (Specify)_Special Needs_	
All schools will implement a tiered system of interventions in support of increasing the academic achievement of all students. Special Education, ELL and general education teachers will collaborate to design a comprehensive support system for students. Additional staff maybe hired. In 15/16 the focus will be on in-class intervention and support.	ALL	<input checked="" type="checkbox"/> _ALL	\$50,000.00 0920/1000's/2000's
		<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 __Other Subgroups: (Specify)_____Special Education_____	
All ELL students will participate in both designated and integrated daily	ALL	__ALL	\$1,000,000.00

<p>ELD program aligned to Next Generation ELD standards. Teachers will be trained in ELD methods. Bilingual Resource Teachers, Bilingual Instructional Assistants, English Learner Resource Teachers, Bilingual Clerks and Community Coordinators will be hired. Instructional resources will be purchased.</p> <p>RFEP and ELL student's academic achievement and language development progress will be monitored. Student support will be provided as needed.</p>		<p><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>0920/1000's/4000's</p>
<p>Summer school will be provided for struggling students in grades K- 11. Administrators and teachers, and staff will be hired. Instructional materials will be purchased.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL <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) <u>Special Education</u></p>	<p>\$120,000.00 0920/1000's/2000's/ 4000's \$20,000.00 3010/1000/2000's/ 4000's</p>
<p>Preschool experiences will be provided to children and their families to promote both academic and social development. Programs include, AVANCE, Ready for K, Pasitos, and SAHS Teen Parent Program.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL <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) _____</p>	<p>\$10,000.00 0920/1000's/2000's/ 4000's/5000's</p>

GOAL:	3. PCS community involved and included in the education of PCS students, including the decision making process.		Related State and/or Local Priorities:	
			1__ 2__ 3_x 4__ 5__ 6_x 7__ 8__	
			COE only: 9__ 10__	
			Local : Specify _____	
Identified Need :	Parents need to be able to monitor their students' academic progress on an on-going basis. Currently, 75% of parents are on the AERIES parent portal. Parents need information on college and career readiness in order to support their students. 39% of parents attended events at Jr. and High Schools. Parents need information regarding Jr. High and High School requirements in order to support their students. 50% of parents have attended informational meetings. 100% of parents of ELL preschool age students need support in order to further their students' academic and socio-emotional progress. Preschool programs in PCS are 100% enrolled. 10% of parents and community need to be involved in the decision making process for the district. Approximately, 9% of parents are serving on SSC, ELAC, DELAC, and DLT in PCS.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups	All		

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. 100% of parents will use AERIES SIS to access student academic and attendance information. 2. 80% of parents will attend informational events and/or receive information regarding college and career readiness. 3. 80% of parent's 4-6 grade will receive information regarding preparation for Jr. High and High School. 4. 100% of parents of ELL preschoolers will be invited to participate in preschool activities that support both academic and socio-emotional growth 5. 10% of parents will participate in school/district decision making structures such as DLT, SSC, and DELAC.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents will have access to both the AERIES portal and PCS app increasing on-going and instant communication.	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) _____	\$15,000.00 0000/1000's/2000's /5800
Parent information events and communications will be increased ensuring that increasing numbers of students and their families understand career and colleges choices and pathways. Jr. High and High school student and families will participate in college and career information events and will receive information via the parent communication systems.	ALL	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <input checked="" type="checkbox"/> Special Education _____	No Additional Cost
Elementary families will receive information regarding preparing their students for success in junior high.		<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <input checked="" type="checkbox"/> Special Education _____	
School and district advisory councils will continue to provide input to school and district programs. SSC, ELAC, and DELAC are included.	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) _____	No Additional Cost
An annual progress reports to the board will be provided.		<input checked="" type="checkbox"/> ALL	No Additional Cost

		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)_____	
Parents of preschool students will be invited to participate in the Ready for K program in order to increase their understanding as the primary teacher of the children. In addition, ELL parents will be invited to AVANCE and PASITOS.	ALL		Grant Funded
The Family Resource (FRC) at McDowell will provide comprehensive support to the families most in need in PCS. Collaboration with community partners will expand services to our families.	ALL	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Latino, Special Ed</u>	\$10,000.00 0920/1000's/2000's /5800

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. 100% of parents will use AERIES SIS to access student academic and attendance information. 2. 80% of parents will attend informational events and/or receive information regarding college and career readiness. 3. 80% of parents 4-6 grade will receive information regarding preparation for Jr. High and High School.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents will have access to both the AERIES portal and PCS app increasing on-going and instant communication.	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) _____	\$15,000.00 0000/1000's/2000's /5800
Parent information events and communications will be increased ensuring that increasing numbers of students and their families understand career and colleges choices and pathways. Elementary families will receive information regarding junior high. Jr. High and High school student and families will participate in college and career information events.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <input checked="" type="checkbox"/> Special Education _____	No Additional Cost
School and district advisory councils will continue to provide input to school and district programs. SSC, ELAC, and DELAC are included.	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) _____	No Additional Cost
An annual progress reports to the board will be provided.		<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 Cost

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 100% of parents will use AERIES SIS to access student academic and attendance information. 2. 80% of parents will attend informational events and/or receive information regarding college and career readiness. 3. 80% of parent's 4-6 grade will receive information regarding preparation for Jr. High and High School. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Parents will have access to both the AERIES portal and PCS app increasing on-going and instant communication.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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>\$15,000.00 0000/1000's/2000's /5800</p>
<p>Parent information events and communications will be increased ensuring that increasing numbers of students and their families understand career and colleges choices and pathways. Elementary families will receive information regarding junior high. Jr. High and High school student and families will participate in college and career information events.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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></p>	<p>No Additional Cost</p>
<p>School and district advisory councils will continue to provide input to school and district programs. SSC, ELAC, and DELAC are included.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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 Cost</p>
<p>An annual progress reports to the board will be provided.</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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 Cost</p>

GOAL:	Goal 4: All students engaged and supported to meet the rigor required to be a 21st century citizen		Related State and/or Local Priorities:	
			1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__	
			COE only: 9__ 10__	
			Local : Specify _____	
Identified Need :	<ol style="list-style-type: none"> 1. Students need to attend school daily. Currently, all student subgroup rates are well above 93%. 2 students were identified as chronically absent. 2. Students need to graduate from PCS. Graduation rates are currently 90% for all students, 84.2% for ELL, 82.6% of SED, and 79.5% for SWD. The current High School dropout rate is 1.3% district-wide. 1 student dropped out of our Junior High Schools. 3. Students need to be connected to school and significant adults. CHKS data for 13/14 indicates 91.5% of all students are strongly connected to school while 87% report strong adult connections at school. 4. Struggling students need academic and socio-emotional support systems in maximize their educational opportunities. The suspension rate for 13/14 was 7.1% and the expulsion rate was 0.6. 			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> District attendance rates will be maintained at or above 93%. The school climate index (SCI) will remain at over above similar school ratings on the CHKS. (Jr. High 99%, High School 85% Spring 2014) Drop-out rates will remain below the level of the county and the district (2014 Data: PCS 1.3%, County 3.1%, State 3.1%). Subgroup rates will be maintained or lowered. The expulsion rate will maintain at or below 0.6% The number of students suspended annually will decrease by 5%. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students who are truant (3 or more days of unexcused absence) will be supported by SART and the creation of an intervention plan. The plan will be monitored and community resources will be identified that will help the student and their family improve attendance.	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) _____	No Additional Cost
Universal prevention and intervention programs such as Caring Schools Communities, Toolbox, Safe School Ambassadors, and other programs that support a positive school climate will be implemented.	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 type="checkbox"/> Other Subgroups:(Specify) _____ Special Ed _____	\$248,847.00 0920/1000's2000's/ 5800
The district will work in partnership with community agencies to promote	ALL	<input checked="" type="checkbox"/> ALL	\$180,000.00

preschool education, academic support, health, wellness, and school climate programs. Child care will be provided for the Teen Parent program, afterschool programs, and parent meetings.

OR:

Low Income pupils English Learners

Foster Youth Re-designated fluent English proficient Other

Subgroups: (Specify) _____

0920/1000's/2000's
/5800

LCAP Year 3 2017-18

Expected Annual Measurable Outcomes:	6. District attendance rates will be maintained at or above 93%. 7. The school climate index (SCI) will remain at over above similar school ratings on the CHKS. (Jr. High 99%, High School 85% Spring 2014) 8. Drop-out rates will remain below the level of the county and the district (2014 Data: PCS 1.3%, County 3.1%, State 3.1%). Subgroup rates will be maintained or lowered. 9. The expulsion rate will maintain at or below 0.6% 10. The number of students suspended annually will decrease by 5%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students who are truant (3 or more days of unexcused absence) will be supported by SART and the creation of an intervention plan. The plan will be monitored and community resources will be identified that will help the student and their family improve attendance.	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) _____ -----	No Additional Cost
Universal prevention and intervention programs such as Caring Schools Communities, Toolbox, Safe School Ambassadors, and other programs that support a positive school climate will be implemented.	ALL	<input type="checkbox"/> ALL	\$248,847.00 0920/1000's/2000's/5800
The district will work in partnership with community agencies to promote preschool education, academic support, health, wellness, and school climate programs. Child care will be provided for the Teen Parent program, after school programs, and parent meetings.	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) _____	\$180,000.00 0920/1000's2000's/5800

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

Annual Update

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

Guiding Questions:

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

Complete a copy of this table fo

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__x_ 2__x_ 3__x_ 4__x_ 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:	1. 100% of teachers will be appropriately credentialed to teach the classes they are assigned	Actual Annual Measurable Outcomes:	1. 98.3% of teachers are appropriately credentialed to teach the classes they are assigned	
	2. 100% of new teachers will receive support from an induction program		2. 100% of new teachers (years1&2) are enrolled in an induction program	
	3. CCSS aligned math materials will be identified		3. College Preparatory Math (CPM) has been identified for use in mathematics instruction 6-12. K-5 teachers are currently in	
	4. 10% of students will have 1:1 devices			

	<ol style="list-style-type: none"> 5. 10% of classrooms will be reconfigured to 21st Century learning standards 6. 100% of facilities will be maintained in good condition 		<ol style="list-style-type: none"> 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)
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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. Highly qualified teachers will be provided		<p><i>VPSS participation will be supported by district as needed (employee is reimbursed when they pass)</i></p> <p><i>Title II FUNDS - \$5,000</i></p> <p><i>District will explore BTSAlike programs and develop a menu of options for teachers.</i></p> <p><i>TO BE DETERMINED</i></p> <p>Teacher salaries</p>	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		<p><i>Repairs and upgrades will be made as identified in deferred maintenance walk through and FIT inspections.</i></p>	.All district facilities were reported as in good to excellent condition as documented on the FIT.		1,629,135.00 Basic Funds – maintenance

		<i>BASIC FUNDS - 3% of the Adopted Budget for the Combined Maintenance and Deferred Maintenance – Approximately \$2 million</i>			
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)_____		
Classrooms will be updated for 21st Century instruction including: • flexible workspaces • ample electric plugs • smart teacher lectern • display space • flexible furniture		All classrooms will be upgraded to meet 21 st Century standards - Technology devices and furniture purchased, classrooms will be reconfigured. <i>BOND FUNDS – This is contingent upon June 3, 2014 voter passage of \$89 million</i>	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	

<p>The district will ensure that adequate bandwidth is provided to all classrooms</p> <ul style="list-style-type: none"> • 	<p><i>Phase A bandwidth expansion occurring in 2013-14 utilizing one-time</i></p> <p><i>COMMON CORE FUNDS - \$748,000.</i></p> <p>Phase B expansion to accommodate 1:1 devices is scheduled for 2014-15</p> <p><i>BOND FUNDS – This is contingent upon June 3, 2014 voter passage of \$89 million</i></p>	<p>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.</p>	<p>4,159,150.00 Bond Funds</p> <p>748,000.00 CCSS (13/14)</p>
<p>Scope of Service</p>	<p>Districtwide</p>	<p>Scope of Service</p>	<p>Districtwide</p>
<p>X ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p>X ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____</p>	
<p>In order to promote 21st Century skills, each student will be provided a 1:1 computing device.</p>	<p>A standard device will be identified by the Ed Tech committee and purchased for all students</p> <p>A device management system and a learning</p>	<p>800 8th 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.</p>	<p>\$4,075,000.00 Bond Funds</p>

		management system will be identified and purchased. <i>BOND FUNDS – This is contingent upon June 3, 2014 voter passage of \$89 million</i>		
Scope of service:	Districtwide		Scope of service:	Districtwide
<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____			<u>X</u> _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		<i>The district tech committee will research and recommend teacher station tech devices.</i> <i>Tech devices will be purchased</i> <i>BOND FUNDS – This is contingent upon June 3, 2014 voter passage of \$89 million</i>	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
<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____			<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	

<p>District and schools will identify and purchase CCSS aligned instructional resources including:</p> <ul style="list-style-type: none"> • Open source materials • Electronic materials • Text based materials • Supplemental materials 	<p>Instructional resource review committee will be configured. The Ed Services department will be responsible to guiding the selection, training and implementation of CCSS instructional resources.</p> <p>Afterschool meetings and release time will be provided.</p> <p><i>BASIC FUNDS – Ed Services</i></p> <p>CCSS aligned Math materials will be the focus of 2014-15</p> <p><i>RESTRICTED LOTTERY AND COMMON CORE FUNDS (2nd Round IF FUNDED)</i></p>	<p>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.</p>	<p>\$133,627.00 Restricted Lottery</p> <p>\$27,575 Supplemental Funds</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 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)_____</p>	
	<p><i>The District and</i></p>	<p>The district evaluated and redesigned the technology department to</p>	

<p>The district will continue to support the maintenance of technology through a variety of support systems including:</p> <ul style="list-style-type: none"> • Tech Support Department • Mouse Squad • Other Supports 	<p><i>School Tech support departments will be redesigned to better meet the needs of the schools and district</i></p> <p><i>BASIC FUNDS - \$784,000</i> <i>PARCEL TAX - \$253,000</i></p>	<p>better support both classrooms and offices. Mouse Squad was successfully piloted at Casa Grande high school</p>	<p>\$744,424.00 Basic Funds \$262,986.00 Parcel Tax</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>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 the actions planned in goal 1 were completed and goals met. Additional teachers were certified to teach in areas they were not previously certified and beginning teachers received support and mentoring from more experienced teachers. Increased costs associated with the BTSA program increased the funds expended in support of the program. A complete upgrade to all PCS classrooms includes new furniture and full access to wireless broadband internet. We have begun upgrading instructional materials to align with CCSS. The redesigned tech department provides a dual focus on supporting both devices and end users. Additional funds were expended to provide a pilot of the mouse squad program and to upgrade support provided. 1:1 devices were purchased for all students. In 15/16, Goal 1 will remain the same with the exception of providing furniture and 1:1 devices. Since the purchase of these devices has been completed, our focus will turn to the use and integration of the devices and furniture in the upgraded, 21st Century classroom.</p>		

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	<p>Teachers will meet in grade alike, departments, or cross department groupings during shortened Wednesdays.</p> <p>All teachers will be provided 1 day release time to visit colleague's classrooms.</p> <p>BASIC FUNDS – Ed Services - \$55,000</p>	<p>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.</p>	\$55,000.00 Basic Funds
<p>Scope of service: Districtwide</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>Scope of service: Districtwide</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>	
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	<p>Meetings will be held quarterly throughout the year.</p> <p>Release time will</p>	<p>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.</p>	\$12,500.00 Basic Funds

		<p>be provided.</p> <p>BASIC FUNDS – Ed Services - \$12,500</p>		
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)_____	
<p>Teachers and Instructional Assistants will participate in professional development activities that promote full implementation of CCSS implementation of the CCSS and peer support including:</p> <ul style="list-style-type: none"> • School Visitations • Virtual Learning opportunities • PD Plans • PAPR committee • Shortened Wed. • PD Days • Conferences 		<p>Collected on the yearly PD survey. 2014/15 PD will focus on integration of technology with CCSS aligned instruction, Rtl, UDL, and differentiation. Instructional strategy focus will be close reading, writing from evidence, and academic discourse.</p> <p><i>BASIC FUNDS – 3 Days of Professional Development already embedded in work calendar.</i></p> <p>All certificated and classified instructional positions will</p>	<p>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.</p>	
				<p>\$425,840.00 Basic Funds</p> <p>\$0 CCSS Funds</p>

	<p>participate in technology integration including use of various platforms and software programs.</p> <p><i>COMMON CORE FUNDS (2nd Round IF FUNDED) - \$XXX</i></p>		
Scope of service: Districtwide		Scope of service: Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
<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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</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>	
<p>In order to promote 21st Century skills, each student will be provided with a 1:1 computing device.</p>	<p>A standard device will be identified by the Ed Tech committee and purchased for all students</p> <p>A device management system and a learning management system will be identified and purchased.</p> <p><i>BOND FUNDS – This is contingent upon June 3, 2014 voter passage of \$89 million</i></p>	<p>Chromebooks were piloted with all 8th 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 8th grade students.</p>	<p>\$4,075,000.00 Bond Funds</p>
Scope of service: Districtwide	6-12 Math and 6-8	Scope of service: Districtwide	

	<p>Science teachers will meet to determine course content, course sequence, and instructional resources to be used.</p> <p>Teacher release Teacher extra duty Instructional resources will be purchased</p> <p>COMMON CORE FUNDS (2nd Round IF FUNDED) - \$7,500</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>Integrated math and science courses will be designed and implemented in grades 7-12.</p>	<p>Determine course content, course sequence, and instructional resources to be used.</p>	<p>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.</p>	<p>\$4900.00 CCSS Funding</p>

	<p>Teacher release Teacher extra duty Instructional resources will be purchased</p> <p>COMMON CORE FUNDS (2nd Round IF FUNDED) - \$7,500</p>		
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.	<p>Teachers will meet in grade alike, departments, or cross department groupings during shortened Wednesdays.</p> <p>BASIC FUNDS – Shortened Wednesdays</p>		No additional cost
Scope of service: Districtwide		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		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other		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)_____		Subgroups:(Specify)_____	
<p>ELL students' English language development will be assessed and monitored throughout the year. Instruction will be adjusted to accelerate academic progress and language acquisition.</p>	<p>Students will be assessed yearly using the state adopted language assessment. Formative assessments will be conducted in ELA and math to monitor academic progress.</p> <p>Assessment resources will be purchased.</p> <p><i>SUPPLEMENTAL FUNDS – ED SERVICES \$10,000</i></p>	<p>Additional personnel were hired to support state testing.</p>	<p>10,000 Supplemental Funding</p>
Scope of service: Districtwide		Scope of service: Districtwide	
<p>__ ALL OR: __ Low Income pupils __x English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Subgroups⊗Specify)_____</p>		<p>__ ALL OR: __ Low Income pupils __x English Learners __ Foster Youth __ Re-designated fluent English proficient __ 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>Data indicates that PCS met the outcomes included in goal 2. A majority of students are meeting grade level standards as indicated on grades and assessments. There continues to be a persistent achievement gap between ELL, SED, SpEd and other students. To meet this challenge PCS will provide additional professional development in the 2015/16 school year focused on developing a more personalized, CCSS aligned instructional program. Survey results confirmed this focus. Our DELAC parents identified continual upgrade to our ELD program as a high priority. Changes in expenditures are due to increased personnel costs. In 15/16, goal 2 will be incorporated with goals 3 and 4 to provide greater focus on college and career readiness for all.</p>		

Original GOAL from prior year LCAP:	Goals 3 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"> 100% of 9th grade students will have a four year plan. 40% of students will meet for A-G. An additional 10% of ELL & SED students will meet A-G. At least 2 Core and CTE linked courses will be available at each high school. Core and CTE linked classes will increase by 10%. An additional 10% of ELL, SED, and SWD students will participate in EAP and AP testing 		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 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. 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. 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. New computer science courses are being added to both high schools for the 15/16 school year. This is a 1.4% increase. 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 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. 	

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.		Academic counselors, AP, Principals and teachers will determine updated course offerings to maximize A-G course access for all students. <i>BASIC FUNDS: Shortened Wednesdays</i>	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 .		Cross-department meetings will be held to determine potential linkages between content areas. 2 new partnerships will be developed. Release Time, after school meetings and consultants may be provided.	There were 147 CTE classes available in the district. An additional 5 CTE classes were aligned and approved for A-G certification.	
			No Additional Cost	

		<i>COMMON CORE FUNDS (2nd Round IF FUNDED) - \$5,000</i>			
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)_____		
AP and Honors courses at the Jr. and High Schools will be open to all students who are willing to challenge themselves.		Courses will be identified and a support structures will be designed for non-traditional AP students. AP and honors teachers release and after school meetings <i>BASIC FUNDS – Shortened Wednesdays</i>	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.		No Additional Cost
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)_____		
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 goal 3 were successfully completed as indicated by the data reviewed above. Due to survey results and comments at community input meetings, an increased focus on college and career readiness will add to our goals in this area. In 15/16 goals 2, 3 and 4 will be combined into one goal that focuses on preparing all students for both college and career.			

Original GOAL from prior year LCAP:	Goals 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"> 50% of all students, including ELL, SED, SWD students, will score proficient or above or above (3rd grade STAR) reading . Date will be disaggregated by subgroup 50% of all 5th grade students will score proficient or above in fractions on the EOU assessment 25% of all students including ELL, SED, SWD students will be on track to complete A-G requirements at the end of 10th grade. 100% of 9th grade students will have a four year plan. Tier 1, 2, and 3 interventions will be identified at all schools 80% of ELL students will be re-designated within 6 years on continuous enrollment 		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 72% of K-8 students are scoring proficient or advanced on the Ren Learn ELA STAR test (Interim assessment – SBAC due 7/15) 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. 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. 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. 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. 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. 	

<p>Students at KJHS and CGHS will be able to select a bilingual/bi-literate pathway leading to the California Seal of Bi-literacy.</p>	<p>Students at KJHS and CGHS will be able to select a bilingual/bi-literate pathway that includes content area Spanish language instruction and Spanish 1,2,3,4,and AP Spanish, and Spanish for Native Speakers</p> <p>BASIC FUNDS – Regular staffing allocation</p>	<p>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.</p>	<p>No additional costs</p>
<p>Scope of service: KJHS/CGHS</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>Scope of service: All secondary schools</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>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.</p>	<p>Formative assessments will be identified and a schedule will be established based on grade level, department and courses. Teachers will meet in grade level, department or cross department groups to review</p>	<p>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.</p>	<p>\$23,449.00</p>

		<p>student progress and refine instruction. Selected formative assessments will be used district-wide to monitor program progress. Instructional resources maybe purchased.</p> <p><i>BASIC FUNDS – Shortened Wednesdays</i></p> <p>A bank of formative assessments and items will be identified and used district-wide to assess students.</p> <p><i>BASIC FUNDS – Ed Services \$15,000</i></p>		
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 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.		An Rtl committee will be established for each school site. Training will be provided for Rtl committees.	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

	<p><i>BASIC FUNDS – Shortened Wednesdays</i></p> <p>An Rtl committee will be established for each school site. Training will be provided for Rtl committees.</p> <p>Teacher release time and consultants will be paid.</p> <p>SUPPLEMENTAL FUNDS – Ed Services \$16,969</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>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.</p>	<p>Staffing will be based on 1 student less in grades 4-12 for 2014-15 (negotiated item). Estimated 9.8 FTE will be added to existing staff</p> <p>SUPPLEMENTAL FUNDS – \$793,968 on-going cost -going cost</p>	<p>Class sizes in the 14/15 school year were as follows: Grades 4-6 – 24:1 Grades 7-8 – 28.6:1 Grades 9-12 – 29:1 In Alternative Education settings average class size was 10.6:1</p>	<p>\$525,215.00 Supplemental Funds \$972,467.00 Parcel Tax Funds</p>

<u> </u> ALL		<u> </u> ALL	
OR: <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) <u> </u> Special Education		OR: <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) <u> </u> Special Education	

Supplementary instructional resources that support struggling students to reach mastery of CCSS will be purchased.		Teachers will identify instructional resources including on-line and text based materials. Materials will be purchased from site based budget allocations SUPPLEMENTAL FUNDS – site funds as needed and Restricted Lottery Funds	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
<u> </u> ALL OR: <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) <u> </u> Special Ed		<u> </u> ALL OR: <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) <u> </u> Special Ed		
ELL, SED, FY and SWD students will be provided extended year programs in order to increase learning time.		Students K-12 will attend a 4 to 5 week summer school designed to accelerate their academic growth	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

		in order to close the achievement gap. SUPPLEMENTAL FUNDS - \$80,000 TITLE I FUNDS - \$50,000		
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 type="checkbox"/> Other Subgroups:(Specify)_____			<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 type="checkbox"/> Other Subgroups:(Specify)_____	
Students at McKinley and McDowell will be provided supplemental Spanish language instruction		A Spanish teacher will be hired to provide Spanish language instruction integrated with core content. SUPPLEMENTAL FUNDS – \$165,410	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	
<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 type="checkbox"/> Other Subgroups:(Specify)_____			<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 type="checkbox"/> Other Subgroups:(Specify)_____	
All elementary& secondary ELL students will participate in directed and integrated ELD instruction daily aligned to Next Generation ELD		Schedules modified to allow	Elementary schools modified schedules, teachers attended training and conferences, principals monitored student progress and an after school	\$1,050,000.00 Supplemental Funds

<p>standards. Academic language will be identified in each CCSS aligned unit.</p>	<p>for direct ELD at Valley Vista and McNear elementary schools.</p> <p>Teachers trained in ELD methods and strategies.</p> <p>Conference attendance, release time, after school meetings may be provided</p> <p>Principals to monitor implementation BRT and ELRT to provide support general education teachers.</p> <p>After school homework clubs will be provided with the support of the BRT.</p> <p>Salary/benefits or release time will be paid.</p> <p>Instructional resources identified and purchased</p> <p>SUPPLEMENTAL</p>	<p>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</p>	
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	FUNDS – Site-based allocations \$845,757		
Scope of service: Districtwide		Scope of service: Districtwide	
<input type="checkbox"/> ALL		<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)_____		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)_____	
All secondary ELL students will participate in directed and integrated ELD instruction daily aligned to the Next Generation ELD standards.	Students will receive ELD and content area support with trained and credentialed teachers based on their identified needs. SUPPLEMENTAL FUNDS – Site-based allocations (see above – not duplicated) ELRT teachers will be released 1 period in order to complete ELL coordinator duties. BASIC FUNDS – Existing positions Instructional materials will be purchased RESTRICTED LOTTERY and	All secondary schools with significant populations of ELL students had an ELRT to coordinate the program. Additionally, BIAs, community liaisons were employed at some sites. ELRTs worked with subject matter teachers to provide guidance on curriculum development.	See Above for actual expenditures

	<i>COMMON CORE FUNDS (2nd Round IF FUNDED)</i>		
<input type="checkbox"/> _ALL		<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)_____		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)_____	
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			
<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)_____		<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)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All outcomes in goal 4 were met, data indicates a persistent achievement gap between our white and ELL, SED and SpEd students. In 15/16, goal 4 will be combined with goals 2 &3 in order to provide greater focus on the academic achievement of our identified subgroups as well as promoting college and career readiness for all of our students. In surveys and community meetings, a greater emphasis on providing bilingual personnel and support in our schools will assist in closing the achievement gap. Significant changes in expenditures included personnel to support to struggling students. These changes are due to personnel costs associated with providing extra support.
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Original GOAL from prior year LCAP:	Goal 5: GATE identified students needs access to instruction tailored to meet their special needs.		Related State and/or Local Priorities:	
			1__ 2__ 3__ 4__ 5__ 6__ 7__ 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"> 100% of 4-6 GATE students will be identified and receive instruction tailored to their special needs (GATE magnet and differentiated instruction). An additional 5% of ELL, FEP, and SED students will be enrolled in honors and AP courses. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% of identified GATE students are in programs at their home school or in our GATE magnet program. In 2013/14, 20.3% of ELL, RFEP and SED students were enrolled in one or more AP or honors course. In 2014/15, 25% were enrolled. 	

<p>GATE identified students will receive differentiated instruction based on their needs.</p>	<p>A GATE magnet program will be expanded to grades 4,5, 6 at McKinley school. GATE identified students attending their home schools will receive differentiated instruction.</p> <p><i>BASIC FUNDS – Existing positions and Shortened Wednesdays for RtI planning</i></p>	<p>McKinley GATE program expanded to 6th 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.</p>	<p>No additional cost</p>
<p><input checked="" type="checkbox"/> <u>X</u> 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 checked="" type="checkbox"/> <u>X</u> 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>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 outcomes in goal 5 were met in 13/14. While the emphasis on providing personalized learning for all students in PCS will continue in 15/16, goal 5 will be eliminated as a stand-alone goal. It will be incorporated in one goal that increases our focus on academic and college and career readiness for all students. The 15/16 school year will also bring a new charter school that provides accelerated instruction for all at grades 7 & 8.</p>
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Original GOAL from prior year LCAP:	Goal 6: 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:	3. About 75% of parents are on AERIES.net 4. Both Junior High Schools have held a variety of parent college and career events. Approximately 39% of parents have participated in these events. 5. 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. 6. AVANCE and Pasitos are 100% enrolled 7. All SSC, DLAC and DLT committees have continued to meet in the 14/15 school year.	

LCAP Year: 2014 -15

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
<p>Aeries grade book will be fully implemented to increase parent ability to monitor student progress and to communicate with teachers.</p>		<p>All 7-12 teachers will use the AERIES and grade book to communicate student progress. On-going assistance will be available.</p> <p>Teachers K-6 will use the AERIES to complete the CCSS aligned report card.</p> <p>Training will be provided.</p> <p><i>BASIC FUNDS – Existing position.</i></p>	<p>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.</p> <p>No additional cost</p>
Scope of service:	Districtwide		
<input checked="" type="checkbox"/> ALL			
<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>			
<p>Aeries re-registration will be opened for all parents to complete and update student information yearly.</p>		<p>Parents will receive support and training in how to access the reregistration process in Aeries. Computers for parents use will be made available in all school offices and the district office. Staff will be trained to support parents.</p> <p><i>BASIC FUNDS – Existing position.</i></p>	<p>90% of parents used reregistration through AERIES to enroll their students. District and Site personnel were trained to support parents in the reregistration process.</p> <p>No additional cost</p>

<p>Parents in the Jr. High schools will participate in planning for high school success in the seventh grade. Sixth Grade Academy at PJHS LCAP 2015-16</p>	<p>will be held at each jr. high school in grades 7 & 8.</p>	<p>Information events were held at each Jr. High for 6th grade students. 7th 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.</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>High School students and their parents will participate in college and career nights presented in both English and Spanish</p>	<p>High schools will continue to offer college and career preparedness information forums in English and Spanish. Outreach to parents of ELL, SED, and SWD students will be made.</p>	<p>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.</p>	<p>No Additional Cost</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>School and district advisory councils will continue to provide input into school and district instructional programs, fiscal oversight, and advisory capacities</p>	<p>School site councils and English learner advisory councils will continue to provide input and guide School single plans for academic achievement</p> <p>The District Leadership Team (DLT) and the District English Learner Advisory Council (DLAC) will continue to provide input and monitor district progress toward</p>	<p>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.</p>	<p>No Additional Cost</p>

<p>Sixth Grade Academy at PJHS LCAP 2015-16</p> <p>A Family Resource Center at McDowell school provides assistance to parents and families.</p>	<p>The FRC will provide families a variety of assistance in order to maintain family health and wellness.</p> <p>FRC staff salary/ben</p> <p>GRANT FUNDS: \$40,000 SUPPLEMENTAL FUNDS: \$10,000</p>	<p>The FRC served 354 families while 44 families received a variety of case managed services.</p>	<p>\$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:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient</p> <p><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>Transition from pre-school will be coordinated to support student success. Programs include AVANCE, Ready for K, Pasitos, SAHS Teen Parent Program</p> <p>GRANT FUNDED except SAHS.</p> <p>SUPPLEMENTAL FUNDS for Teen Parent Program \$156,861</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:</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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
	<p>A bilingual clerk typist will be maintained in every school office</p>		<p>See Bilingual Services above</p>

Original GOAL from prior year LCAP:	Goal 7: 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. The number of students with more than a 10% absence rate (chronically absent) will decrease each year. 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
<p>When students are identified as being truant (3 or more days of unexcused absence) or chronically absent, the school site will initiate 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.</p>		<p>Creation of a new letter for the notification to parents if their child is absent more than 10% of school days. SART (Student attendance review team) and SARB (School Attendance Review Board) teams will meet with parent and chronically absent or truant student and create an intervention plan that will be monitored by team and utilize District and community resources to improve attendance.</p> <p><i>BASIC FUNDS – Existing positions.</i></p>	<p>A new SARB letter was created and distributed to all parents with chronically absent or truant students.</p>		<p>No additional cost</p>
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			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)_____			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.		Academic Counselors will meet with 9 th grade students to establish an individualized academic plan in order to support high school graduation and college and career goals. <i>BASIC FUNDS – Existing positions.</i>	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	
x <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)_____		
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.		Guidance Specialists and MFCC Interns will be hired to provide a mini-mum of 3 days of service to each school. A stipend will be paid to interns. SUPPLEMENTAL FUNDS: \$218,773 Transition team meetings, SARB, and SST meetings will continue in order to support	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 MC@CV Supplemental Funds \$71,823 for Guidance Specialist

	<p>students and teachers in maintaining a positive school climate.</p> <p><i>BASIC FUNDS: \$483,549 SUPPLEMENTAL FUNDS: \$1,234,326</i></p>		
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 district will work in partnership to promote preschool education, health, wellness and school climate programs	Partnerships were continued with a variety of community resources. Examples include: HC2, PPD, PPS.	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)_____	
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. Data indicates that goal 7 is and support services is an area of strength for the district. The activities identified in goal 7 will continue to support our students. Funding for support programs differed from expected to actual costs due to personnel costs. Goal 7 will be renumbered in 15/16 and will be goal 4.		

For each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 71,279
MC@CV will use their supplemental funds to provide additional counseling support for targeted subgroup students. These groups include ELL, SED, FY, and Special Education.	

- 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.

3.21%	%
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The guidance specialist services will be expanded to better serve students in the targeted subgroups.

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).

