

Introduction:

LEA: Coleman Tech Charter High School **Contact (Name, Title, Email, Phone Number):** Neil McCurdy, Executive Director, neil.mccurdy@colemantech.org, 858-874-4338 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>CTCHS engages in a continual process of reflection to improve student outcomes and to improve the services that are provided at the school. All stakeholders are able to meet with any of the school staff in a timely manner if they have questions or concerns and there is a suggestion box displayed prominently that is used for anonymous suggestions. Every meeting with parents, students, and staff has a component of asking and reflecting on what we can do better.</p>	<p>As a result of stakeholder input some of the goals were adjusted.</p>

<p>There were specific discussions related to the formation of next year's LCAP with all stakeholders as outlined below:</p> <p>Nov-June, 2016: Ongoing discussions with staff about best ways to improve school.</p> <p>May, 2016: LCAP specific meetings with staff to discuss progress towards goals, feedback received from surveys, and new goals for upcoming years.</p> <p>April-June, 2016, CTCHS administered LCAP survey to school staff, parents, and students.</p> <p>April, May, 2016: Parents participated in open forum to discuss needs and suggested areas of school-wide development.</p> <p>April, May, 2016: Board discussed LCAP, reviewed survey results, and discussed areas of school-wide development</p> <p>June, 2016: Draft reviewed by LCAP advisory committee</p> <p>June 20, 2016: CTCHS Board of Directors approved LCAP</p> <p>CTCHS has provided ongoing opportunities to engage all stakeholders in the development of the LCAP</p> <p>CTCHS has administered LCAP surveys to parents, students and staff soliciting both likert scale and qualitative data. Parents and staff were also a part of the WASC review process this year.</p>	
<p>Annual Update:</p> <p>Much of the review of last year's LCAP was done with the lens of looking at what changes we wanted to see at the school now that the school is under new leadership. Some of the goals no longer seemed relevant or were not seen as one of the major challenges of the school.</p>	<p>Annual Update:</p> <p>Some goals were modified.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Increase Parental Involvement	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Stake holders have noted that we need to get parents more involved and to feel more connected with the school.

Goal Applies to: Schools: Coleman Tech
 Applicable Pupil Subgroups: English Language Learners, Low Income, and Foster Youth

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: The school will use funds to increase the strength and reach of its current parent groups such as Parent Group, Parent Volunteers, and Parent Meetings with the Principal by an increase in parent attendance of these events.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize live video casting of all meetings with recorded backups so that those parents who are not able to attend because of other commitments can still attend virtually.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental 1000
Utilize live video casting of all school events including events that occur during school to have parents feel like they are better connected with the school.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal
Continue to have two exhibitions, monthly meetings with the Principal, and monthly parent group meetings.	LEA-Wide	<input checked="" type="checkbox"/> All OR:	4000-4999: Books And Supplies Supplemental 2000

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Add a second Back to School night for the second term.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Add a parent/teacher mixer after the Fall Back to School Night	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental 1000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	The school will use funds to increase the strength and reach of its current parent groups such as Parent Group, Parent Volunteers, and Parent Meetings with the Principal by an increase in parent attendance of these events.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize live video casting of all meetings with recorded backups so that those parents who are not able to attend because of other commitments can still attend virtually.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	4000-4999: Books And Supplies Supplemental 1000

		_ Other Subgroups: (Specify)	
Utilize live video casting of all school events including events that occur during school to have parents feel like they are better connected with the school.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal
Continue to have two exhibitions, monthly meetings with the Principal, and monthly parent group meetings.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental 2000
Add a second Back to School night for the second term.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Add a parent/teacher mixer after the Fall Back to School Night	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental 1000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes: The school will use funds to increase the strength and reach of its current parent groups such as Parent Group, Parent Volunteers, and Parent Meetings with the Principal by an increase in parent attendance of these events.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize live video casting of all meetings with recorded backups so that those parents who are not able to attend because of other commitments can still attend virtually.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental 1000
Utilize live video casting of all school events including events that occur during school to have parents feel like they are better connected with the school.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal
Continue to have two exhibitions, monthly meetings with the Principal, and monthly parent group meetings.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental 2000
Add a second Back to School night for the second term.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Add a parent/teacher mixer after the Fall Back to School Night</p>	<p>LEA-Wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>4000-4999: Books And Supplies Supplemental 1000</p>

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

GOAL 2:	Increase the number of students who score proficient or above in Math and English language arts on the SBAC assessment each year from a baseline year score in 2014-2015.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Increase the number of students who score proficient or above in math and English language arts on the SBAC assessment.
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Goal Applies to:	Schools: Coleman Tech	Applicable Pupil Subgroups: English Language Learners, Low Income, and Foster Youth
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Increase the number of students scoring proficient and above on annual SBAC assessment in math and language arts, with a base score established in 2015-2016.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In an effort to make sure that all students have taken and passed Algebra 2 prior to taking the SBAC assessment at the end of the 11th grade school year, the following will happen: * All incoming students will be given a Math placement exam regardless of the classes they took previously to determine the appropriate class for the student. * Year-long versions of Algebra, Geometry and Algebra 2 will be made available to increase the instructional time for students who are struggling with Math * Students will be scheduled to complete at least Algebra 2 by Spring semester of their 11th grade year * Math support pullout during advisory time	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal 0000: Unrestricted Base
Special education will be supported by in-house staff with team of co-teachers and academic coaches who will be helping SPED and non-SPED students with their academic needs	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	1000-1999: Certificated Personnel Salaries Special Education 215000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
A Life Coach will be hired who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental 50000
Administer SBAC practice tests two times per year to collect data on student readiness. Staff time will be allocated to grade the practice tests and to analyze the data.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 10000
Remedial math course will no longer be a year-long course and will instead be targeted to those students who need it for time periods that are appropriate to the student. Students will be temporarily be pulled from advisory class. Remedial ELA course will be similarly structured.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 17500
Year-long versions (more educational minutes and more soak time) of Algebra, Geometry, Algebra 2, and Physics will be offered to help those students who need extra support with math.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 12500

		(Specify)	
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Increase the number of students scoring proficient and above on annual SBAC assessment in math and language arts, with a base score established in 2015-2016.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In an effort to make sure that all students have taken and passed Algebra 2 prior to taking the SBAC assessment at the end of the 11th grade school year, the following will happen: * All incoming students will be given a Math placement exam regardless of the classes they took previously to determine the appropriate class for the student. * Year-long versions of Algebra, Geometry and Algebra 2 will be made available to increase the instructional time for students who are struggling with Math * Students will be scheduled to complete at least Algebra 2 by Spring semester of their 11th grade year * Math support pullout during advisory time	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal 0000: Unrestricted Base
Special education will be supported by in-house staff with team of co-teachers and academic coaches who will be helping SPED and non-SPED students with their academic needs	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Special Education 215000
A Life Coach will be hired who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	2000-2999: Classified Personnel Salaries Supplemental 50000

		(Specify)	
Administer SBAC practice tests two times per year to collect data on student readiness. Staff time will be allocated to grade the practice tests and to analyze the data.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 10000
Remedial math course will no longer be a year-long course and will instead be targeted to those students who need it for time periods that are appropriate to the student. Students will be temporarily be pulled from advisory class. Remedial ELA course will be similarly structured.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 17500
Year-long versions (more educational minutes and more soak time) of Algebra, Geometry, Algebra 2, and Physics will be offered to help those students who need extra support with math.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 12500

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Increase the number of students scoring proficient and above on annual SBAC assessment in math and language arts, with a base score established in 2015-2016.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In an effort to make sure that all students have taken and passed Algebra 2 prior to taking the SBAC assessment at the end of the 11th grade school year,	LEA-Wide	<input checked="" type="checkbox"/> All OR:	Funded in other line item or goal 0000: Unrestricted Base

<p>the following will happen: * All incoming students will be given a Math placement exam regardless of the classes they took previously to determine the appropriate class for the student. * Year-long versions of Algebra, Geometry and Algebra 2 will be made available to increase the instructional time for students who are struggling with Math * Students will be scheduled to complete at least Algebra 2 by Spring semester of their 11th grade year * Math support pullout during advisory time</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Special education will be supported by in-house staff with team of co-teachers and academic coaches who will be helping SPED and non-SPED students with their academic needs</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Special Education 215000</p>
<p>A Life Coach will be hired who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental 50000</p>
<p>Administer SBAC practice tests two times per year to collect data on student readiness. Staff time will be allocated to grade the practice tests and to analyze the data.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Base 10000</p>

<p>Remedial math course will no longer be a year-long course and will instead be targeted to those students who need it for time periods that are appropriate to the student. Students will be temporarily be pulled from advisory class. Remedial ELA course will be similarly structured.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Base 17500</p>
<p>Year-long versions (more educational minutes and more soak time) of Algebra, Geometry, Algebra 2, and Physics will be offered to help those students who need extra support with math.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Base 12500</p>

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

GOAL 3:	Make sure that English Language Learners are improving their English Language skills and able to access the entire curriculum.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need : We had a substantial increase in our EL population this year and expect the trend to continue. We want to make sure that we are supporting this population.

Goal Applies to: Schools: Coleman Tech
 Applicable Pupil Subgroups: English Language Learners

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: For existing English Language Learners, students will increase by at least one performance level

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to require Help Desk for targeted students provided before and after school. Add lunch-time help desk.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 25000
Hire Academic Coaches to help all students with their classwork.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental 110000
Hire a Life Coach who will make sure that students are	LEA-Wide	<input type="checkbox"/> All	funded in other goal

<p>on track for graduation and making appropriate choices throughout the school day and beyond.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Allocate time in staff meetings and PD to discuss the specific needs of our EL students and strategies for success for each EL student.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 4000</p>
<p>CTCHS will adopt an LEA Charter specific ELL Reclassification system that mirrors taht of the San Diego Unified School District, but allows for in-house reclassification of ELLs using additional LEA charter specific guidelines.</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"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 2000</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>For existing English Language Learners, students will increase by at least one performance level</p>		
<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>Continue to require Help Desk for targeted students provided before and after school. Add lunch-time help desk.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent</p>	<p>1000-1999: Certificated Personnel Salaries Base 25000</p>

		English proficient _ Other Subgroups: (Specify)	
Hire Academic Coaches to help all students with their classwork.	LEA-Wide	_ All OR: ----- _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental 110000
Hire a Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.	LEA-Wide	_ All OR: ----- _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	funded in other goal
Allocate time in staff meetings and PD to discuss the specific needs of our EL students and strategies for success for each EL student.	LEA-Wide	_ All OR: ----- _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental 4000
CTCHS will adopt an LEA Charter specific ELL Reclassification system that mirrors that of the San Diego Unified School District, but allows for in-house reclassification of ELLs using additional LEA charter specific guidelines.		_ All OR: ----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	1000-1999: Certificated Personnel Salaries Supplemental 2000

		(Specify)	
LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	For existing English Language Learners, students will increase by at least one performance level		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to require Help Desk for targeted students provided before and after school. Add lunch-time help desk.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 25000
Hire Academic Coaches to help all students with their classwork.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental 110000
Hire a Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	funded in other goal
Allocate time in staff meetings and PD to discuss the specific needs of our EL students and strategies for success for each EL student.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental 4000

		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>CTCHS will adopt an LEA Charter specific ELL Reclassification system that mirrors that of the San Diego Unified School District, but allows for in-house reclassification of ELLs using additional LEA charter specific guidelines.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>1000-1999: Certificated Personnel Salaries Supplemental 2000</p>

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

GOAL 4:	Increase the academic rigor of the curriculum and encourage students to go above and beyond the minimum graduation requirements.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need : We have students who are graduating early taking the minimum number of classes when they have the ability to perform at a much higher level. Completing A-G requirements was the previous goal but there are students who have legitimate reasons for not completing A-G especially for those who have no intention of going to a California State Universities. The total number of classes taken is a better measure for our student body.

Goal Applies to: Schools: Coleman Tech
 Applicable Pupil Subgroups: Foster Youth, Low Income, and English Language Learners

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Students will take more classes and graduate with more credits than the baseline established in 2015/2016

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students must take a full load of academically rich classes even if they do not need the classes for graduation.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Independent study classes will only be offered in rare situations where there are no other options.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Business math will only be an option for students who have repeatedly demonstrated an inability to comprehend Algebra 2 content.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Hire Academic Coaches and Life coach to provide the support and motivation that students need to find success in academically rich classes.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funded in other line item or goal</p>
<p>Continue offering teacher-led help desks before and after school and add help desk time during lunch as well.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funded in other line item or goal</p>
<p>Encourage students who are on track for early graduation to take classes at community college, online AP classes, or participate in an internship.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School will have its own Powerschool platform which will</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>5800: Professional/Consulting Services And Operating</p>

<p>help with parent communication. A concerted effort will be made to make sure that all parents and students are logging into powerschool on a regular basis.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Expenditures Supplemental 15000</p>
<p>School will add Naviance and have all students during advisory working in all grade levels with the system to find the college or post-secondary school that best matches their talents.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 7250</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will take more classes and graduate with more credits than the baseline established in 2015/2016</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students must take a full load of academically rich classes even if they do not need the classes for graduation.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Independent study classes will only be offered in rare situations where there are no other options.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	

		English proficient _ Other Subgroups: (Specify)	
Business math will only be an option for students who have repeatedly demonstrated an inability to comprehend Algebra 2 content.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Hire Academic Coaches and Life coach to provide the support and motivation that students need to find success in academically rich classes.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funded in other line item or goal
Continue offering teacher-led help desks before and after school and add help desk time during lunch as well.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funded in other line item or goal
Encourage students who are on track for early graduation to take classes at community college, online AP classes, or participate in an internship.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>School will have its own Powerschool platform which will help with parent communication. A concerted effort will be made to make sure that all parents and students are logging into powerschool on a regular basis.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 15000</p>
<p>School will add Naviance and have all students during advisory working in all grade levels with the system to find the college or post-secondary school that best matches their talents.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 7250</p>

LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will take more classes and graduate with more credits than the baseline established in 2015/2016</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students must take a full load of academically rich classes even if they do not need the classes for graduation.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Independent study classes will only be offered in rare situations where there are no other options.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Business math will only be an option for students who have repeatedly demonstrated an inability to comprehend Algebra 2 content.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Hire Academic Coaches and Life coach to provide the support and motivation that students need to find success in academically rich classes.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal
Continue offering teacher-led help desks before and after school and add help desk time during lunch as well.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal
Encourage students who are on track for early graduation to take classes at community college, online AP classes, or participate in an internship.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	

		English proficient _ Other Subgroups: (Specify)	
School will have its own Powerschool platform which will help with parent communication. A concerted effort will be made to make sure that all parents and students are logging into powerschool on a regular basis.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental 15000
School will add Naviance and have all students during advisory working in all grade levels with the system to find the college or post-secondary school that best matches their talents.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental 7250

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

GOAL 5:	Improve student behavior and boost student interest in academic pursuits.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Students are making poor choices because of a lack of interest in school. This results in tardies and truanancies that lead to suspensions/

Goal Applies to: Schools: Coleman Tech
 Applicable Pupil Subgroups: Foster Youth, Low Income, and English Language Learners

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Decrease out-of-school suspension rate, decrease tardies and truanancies, and increase academic performance from baseline established in 2015-2016.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire a Life Coach who will ensure that students are making good choices and getting to classes on time.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal
Have guest speakers talk to students about drug use and the effects of drug use on future success.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Hire Academic Coaches to provide support for academic classes.	LEA-Wide	<input checked="" type="checkbox"/> All OR:	Funded in other line item or goal

		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>Institute lunch detention to provide incentives to students for following school rules.</p>	<p>LEA-Wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>Funded in other line item or goal</p>
<p>Allocate one school day for college visits to promote interest in long term educational goals.</p>	<p>LEA-Wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>Continue advisory program that teaches the whole student and focuses on life, college and career goals.</p>	<p>LEA-Wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: Decrease out-of-school suspension rate, decrease tardies and truancies, and increase academic performance from baseline established in 2015-2016.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire a Life Coach who will ensure that students are making good choices and getting to classes on time.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal
Have guest speakers talk to students about drug use and the effects of drug use on future success.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Hire Academic Coaches to provide support for academic classes.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal
Institute lunch detention to provide incentives to students for following school rules.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Funded in other line item or goal

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Allocate one school day for college visits to promote interest in long term educational goals.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue advisory program that teaches the whole student and focuses on life, college and career goals.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Decrease out-of-school suspension rate, decrease tardies and truancies, and increase academic performance from baseline established in 2015-2016.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire a Life Coach who will ensure that students are making good choices and getting to classes on time.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal

<p>Have guest speakers talk to students about drug use and the effects of drug use on future success.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Hire Academic Coaches to provide support for academic classes.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funded in other line item or goal</p>
<p>Institute lunch detention to provide incentives to students for following school rules.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funded in other line item or goal</p>
<p>Allocate one school day for college visits to promote interest in long term educational goals.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue advisory program that teaches the whole student and focuses on life, college and career goals.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	

		<ul style="list-style-type: none">_ Low Income pupils_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	Fully implement common core state standards in all grade levels including the transition to NGSS.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need : Common core aligned curriculum and supports

Goal Applies to: Schools: Coleman Tech
 Applicable Pupil Subgroups: Foster Youth, Low Income, and English Language Learners

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: LEA will facilitate teachers' understanding and implementation of the common core state standards including the NGSS

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide PD with training for standards implementation, planning lessons and pacing guides, and analyzing assessments throughout the year.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal
Have students take two Smarter Balanced practice tests each year to provide data that can help teachers drive instruction.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal
Provide PD time for teachers to do departmental collaboration on common core and NGSS.		<input checked="" type="checkbox"/> All OR:	1000-1999: Certificated Personnel Salaries Supplemental 2000

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Re-institute kid-free prep periods for all teachers so that there is more time for collaboration and peer observation each day. Teachers in 2015/16 opted for a 0 period with an extra stipend, but that will no longer be an option.		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost neutral
Change bell schedule so that there is time for PD embedded in the school day every other week.		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost neutral

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	LEA will facilitate teachers' understanding and implementation of the common core state standards including the NGSS		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide PD with training for standards implementation, planning lessons and pacing guides, and analyzing assessments throughout the year.		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Funded in other line item or goal

		_ Other Subgroups: (Specify)	
Have students take two Smarter Balanced practice tests each year to provide data that can help teachers drive instruction.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal
Provide PD time for teachers to do departmental collaboration on common core and NGSS.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental 2000
Re-institute kid-free prep periods for all teachers so that there is more time for collaboration and peer observation each day. Teachers in 2015/16 opted for a 0 period with an extra stipend, but that will no longer be an option.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost neutral
Change bell schedule so that there is time for PD embedded in the school day every other week.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost neutral

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes: LEA will facilitate teachers' understanding and implementation of the common core state standards including the NGSS

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide PD with training for standards implementation, planning lessons and pacing guides, and analyzing assessments throughout the year.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal
Have students take two Smarter Balanced practice tests each year to provide data that can help teachers drive instruction.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal
Provide PD time for teachers to do departmental collaboration on common core and NGSS.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental 2000
Re-institute kid-free prep periods for all teachers so that there is more time for collaboration and peer observation each day. Teachers in 2015/16 opted for a 0 period with an extra stipend, but that will no longer be an option.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Cost neutral

		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Change bell schedule so that there is time for PD embedded in the school day every other week.</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Cost neutral</p>

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

GOAL 7:	Increase student attendance rates.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : CTCHS attendance rate of 93% is way too low and the number of students who have chronic absences is too high. We need to find a way to encourage students to come to school so that we can use the staffs' skills to educate and nurture the students.

Goal Applies to: Schools: Coleman Tech
 Applicable Pupil Subgroups: English Language Learners, Foster Youth, and Low Income

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Decrease the number of students missing 16 days or more each year by 10% from prior year baseline.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase strength of school connectedness to educate and involve parents of students in identified subgroups.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal
Provide incentives for perfect attendance by giving gifts and recognition to students on a monthly basis. Each month we will recognize the students who have had 1 month of perfect attendance, 2 months of perfect attendance, etc.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0000: Unrestricted Supplemental 1000
Hire Life Coach who will help motivate students to make	LEA-Wide	<input checked="" type="checkbox"/> All	Funded in other line item or goal

<p>good choices and focus on academics. When students understand the importance of school, they are more likely to take their classes more seriously and see the value in being in class.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Hire Academic Coaches who can help students understand academic material and therefore enjoy school more.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funded in other line item or goal</p>
<p>Continue advisory program to teach whole student and motivate students to find success in school so that they can achieve their future goals.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No extra cost</p>
<p>Mandate that students take a full class load and reduce the prevalence of independent study options except for those who are in good academic standing so that missing school has a bigger impact on academic achievement. In other words force the students to be accountable to the teachers because teachers are the best instruments for affecting positive change in students' lives.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No extra cost</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: Decrease the number of students missing 16 days or more each year by 10% from prior year baseline.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase strength of school connectedness to educate and involve parents of students in identified subgroups.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal
Provide incentives for perfect attendance by giving gifts and recognition to students on a monthly basis. Each month we will recognize the students who have had 1 month of perfect attendance, 2 months of perfect attendance, etc.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0000: Unrestricted Supplemental 1000
Hire Life Coach who will help motivate students to make good choices and focus on academics. When students understand the importance of school, they are more likely to take their classes more seriously and see the value in being in class.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal
Hire Academic Coaches who can help students understand academic material and therefore enjoy school more.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Funded in other line item or goal

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue advisory program to teach whole student and motivate students to find success in school so that they can achieve their future goals.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No extra cost
Mandate that students take a full class load and reduce the prevalence of independent study options except for those who are in good academic standing so that missing school has a bigger impact on academic achievement. In other words force the students to be accountable to the teachers because teachers are the best instruments for affecting positive change in students' lives.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No extra cost

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Decrease the number of students missing 16 days or more each year by 10% from prior year baseline.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase strength of school connectedness to educate and involve parents of students in identified subgroups.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funded in other line item or goal

<p>Provide incentives for perfect attendance by giving gifts and recognition to students on a monthly basis. Each month we will recognize the students who have had 1 month of perfect attendance, 2 months of perfect attendance, etc.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>0000: Unrestricted Supplemental 1000</p>
<p>Hire Life Coach who will help motivate students to make good choices and focus on academics. When students understand the importance of school, they are more likely to take their classes more seriously and see the value in being in class.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funded in other line item or goal</p>
<p>Hire Academic Coaches who can help students understand academic material and therefore enjoy school more.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funded in other line item or goal</p>
<p>Continue advisory program to teach whole student and motivate students to find success in school so that they can achieve their future goals.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No extra cost</p>
<p>Mandate that students take a full class load and reduce the prevalence of independent study options except for those who are in good academic standing so that</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>No extra cost</p>

<p>missing school has a bigger impact on academic achievement. In other words force the students to be accountable to the teachers because teachers are the best instruments for affecting positive change in students' lives.</p>		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Increase Parental Involvement	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Coleman TECh Applicable Pupil Subgroups: English Language Learners, Low Income, and Foster Youth		
Expected Annual Measurable Outcomes:	Increase the number of parents involved in school initiatives and events by 35% (from year one), as measured by event sign-in archives.	Actual Annual Measurable Outcomes:	Sign in archives show no real increase in attendance as percentage of student enrollment. Student enrollment did increase so we saw more parents at the mandatory events, but participation in optional events was still disappointing. Engagement is there with nearly 100% of parents who responded to the LCAP survey having a positive impression of the school.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide a Fall and Spring, start of the NEW Term night with dinner offered to families in attendance to increase the number of parents trained in academic initiatives and school connectedness.	0000: Unrestricted Base 4000	Provided a Fall NEW Term night but without dinner.	0000: Unrestricted Base 0
Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Provide a minimum of two events like a Talent Show and Ice Cream Social aimed at increasing school connectedness and school spirit.</p>	<p>0000: Unrestricted Base 4000</p>	<p>Hosted a school play and hosted two robotics tournaments on our campus.</p>	<p>0000: Unrestricted Base 2000</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Create a postcard to be mailed home to be given by CTCHS staff to students when they see positive improvement.</p>	<p>\$1,000 0000: Unrestricted Supplemental 1000</p>	<p>Incentivised staff to have as many contacts via email and phone calls as possible with parents and paid out bonuses based on number of contacts.</p> <p>In survey responses 85% of parents agreed or strongly agreed with the statement that "Teachers in the school really seem to care about the students."</p> <p>According to the survey, though, parents still felt like communication from the teachers could be improved. In response to the statement, "I receive enough communication from the teachers", 25% disagreed, 33% were neutral, and 42% agreed.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 20000</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ 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?	The school needs to find a way to accommodate the busy schedules of the parents and engage them virtually with the school.		

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

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

Original GOAL 2 from prior year LCAP:	Increase the number of students who score proficient or above in math and english language arts on the SBAC assessment each year from a baseline year score in 2014-2015	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Coleman Tech Applicable Pupil Subgroups: English Language Learners, Low Income, and Foster Youth		
Expected Annual Measurable Outcomes:	Increase the number of students scoring proficient and above on annual SBAC assessment in math and language arts (Baseline + 1)	Actual Annual Measurable Outcomes: No results were reported from SBAC tests because of a mistake made during testing. Preliminary results have already been received for the 2015/16 school year and the results have led to the action items planned for the similarly named goal for 2016/17.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement a remediation Math and English language arts course, and purchase necessary curriculum, for students in need of basic skills development.	1000-1999: Certificated Personnel Salaries Supplemental 22000	Remedial math course was offered this year. The math course was successful in giving students more focused math support, but only 25 students were able to receive this support. The plan for the future is to have the class operate as a pull-out from advisory so that more students can be supported and the support can be targeted based on need.	1000-1999: Certificated Personnel Salaries Supplemental 22000
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ 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?	CTCHS will change the structure of the math support class so that it can address the needs of more students. By operating as a pull-out class from advisory, more students can be targeted and only for the duration that is required. A similar format will be used for ELA support.		

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

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Original GOAL 3 from prior year LCAP:	Increase the number of English Language Learners who reclassify as fully English proficient.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Coleman Tech Applicable Pupil Subgroups: English Language Learners		
Expected Annual Measurable Outcomes:	Reclassify at least 5% of the school's ELL population.	Actual Annual Measurable Outcomes: There were 14 newly admitted EL students. There were 3 returning EL students and 1 was re-classified. This represents a 33% reclassification rate.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Coleman Tech will adopt an LEA Charter specific English Language Learner Reclassification system that mirrors that of San Diego Unified School District, but allows for in-house reclassification of ELLs using additional LEA charter specific guidelines.	1000-1999: Certificated Personnel Salaries Supplemental 500	CTCHS continued to use the CELDT for reclassification per timeline for transition created by state guidelines.	1000-1999: Certificated Personnel Salaries Supplemental 0
Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	
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<p>Require Help Desk for targeted students with the goal of helping students meet the academic criteria for ELL reclassification.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 1000</p>	<p>Help Desk is available to all students and is particularly emphasized for students with needs including the EL population.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 1000</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue year-long professional development in common core writing with an emphasis on text dependent writing, citing evidence, and complex text analysis to increase rigor in all classes. Additional professional development in STEM and technology use in the classroom.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 10000</p>	<p>Professional Development was particularly targeted at new teachers who received 5 extra days of PD prior to the year starting. All teachers received 1 day of PD training on integrating writing into their classes and integrating technology use in the classroom.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 10000</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><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</p>	<p>We saw an increase in the number of EL students this year and need to improve our support for these students. We will still be offering help desk for these and all students who have extra need, but will also be specifically focusing on the EL students during staff days throughout the year to make sure that those students are getting the supports that they need in their classes. The hiring of the Life Coach and the Academic Coaches will help the EL students get more support inside and</p>		

goals?	outside the classroom.
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Original GOAL 4 from prior year LCAP:	Increase student performance to demonstrate readiness to participate in curriculum designed for native English speakers (taught in core classes).		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify																																				
Goal Applies to:	Schools: Coleman Tech Applicable Pupil Subgroups: English Language Learners																																						
Expected Annual Measurable Outcomes:	Increase student performance on English core class readiness assessments (B+1).	Actual Annual Measurable Outcomes:	All EL students were mainstreamed and taking standard English classes. The EL support class was still available (and will continue to be available) to the students if they needed it, but none did.																																				
LCAP Year: 2015-2016																																							
Planned Actions/Services		Actual Actions/Services																																					
	Budgeted Expenditures		Estimated Actual Annual Expenditures																																				
LEA will continue to reduce class sizes in language arts and math to increase student achievement	1000-1999: Certificated Personnel Salaries Base 7500	LEA maintained a 25 to 1 student to teacher ratio in all academic classes.	1000-1999: Certificated Personnel Salaries Base 115000																																				
<table border="0" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA-Wide</td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td colspan="2">_ All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2">_ Low Income pupils</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2">_ Foster Youth</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2">_ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	LEA-Wide	-----		_ All		OR:		_ Low Income pupils		<input checked="" type="checkbox"/> English Learners		_ Foster Youth		<input checked="" type="checkbox"/> Redesignated fluent English proficient		_ Other Subgroups: (Specify)			<table border="0" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA-Wide</td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td colspan="2">_ All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2">_ Low Income pupils</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2">_ Foster Youth</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2">_ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	LEA-Wide	-----		_ All		OR:		_ Low Income pupils		<input checked="" type="checkbox"/> English Learners		_ Foster Youth		<input checked="" type="checkbox"/> Redesignated fluent English proficient		_ Other Subgroups: (Specify)		
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LEA will continue to monitor evidence of teaching strategies implemented in classrooms, benchmark assessments, and assessment scores of students and allocate teacher collaboration time throughout the school year for vertical	1000-1999: Certificated Personnel Salaries Base 1000	LEA monitored teaching strategies and devised a strategy for coming up with benchmark assessments that are common core aligned. Vertical alignment of skills occurred in ELA classes with all teachers standardizing	1000-1999: Certificated Personnel Salaries Base 10000																																				

<p>skills alignment with the goal of increasing pupil enrollment in rigorous, high level courses. Additional professional development will be given to select staff members with the intent to target specific instruction techniques to support English Language Learners.</p>		<p>on MLA format for papers and increasing the amount of writing required in all classes.</p> <p>PD was given as necessary to new teachers who needed help with dealing with EL students.</p>	
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><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>Knowing that we have an increased population of ELs who are all mainstreamed, we need to pay particular attention to this population and will do so by allocating staff time to focus specifically on this population and the individual needs of the students to make sure that they are being supported in each of their classes. We are also adding Academic Coaches and a Life Coach who can help with academic content. All other supports will continue as before.</p>		

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Original GOAL 5 from prior year LCAP:	All foster youth will have a comprehensive Grad Audit and Grad Plan completed by the Advisory Teacher to ensure that Family Support Services and the high school staff remediate academic deficiencies as needed.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Coleman Tech Applicable Pupil Subgroups: Foster Youth		
Expected Annual Measurable Outcomes:	Complete a comprehensive Grad Audit and Grad Plan with 85% of the LEAs foster youth and take actions to increase achievement, support levels, and graduation rates.	Actual Annual Measurable Outcomes: 100% of foster youth have had a comprehensive Grad Audit and Grad Plan performed.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide extended learning opportunities during independent study and summer school that target instructional support to students in need of assistance and/or academic remediation. Foster youth will receive case management and counseling from Family Support Services and SAY San Diego.	1000-1999: Certificated Personnel Salaries Supplemental 1000	Independent study and summer school were both offered. Grad audits were performed for all students.	1000-1999: Certificated Personnel Salaries Supplemental 4000
Scope of Service	LEA-Wide	Scope of Service	
_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth		_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The Foster Youth are well supported at our school with our current programs. All students receive comprehensive Grad Audit and Grad Plans. All students have the opportunity to take independent study classes if necessary and this year summer school was made available to all students who were struggling in math. CTCHS has determined that a specific goal targeting Foster Youth is not necessary next year.		

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Original GOAL 6 from prior year LCAP:	Increase the rate of students eligible to apply to four-year colleges/universities.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Coleman Tech	Applicable Pupil Subgroups: Foster Youth, Low Income, and English Language Learners		
Expected Annual Measurable Outcomes:	Increase the rate of students completing A-G requirements by 25% each year from a baseline established in 2014-2015.	Actual Annual Measurable Outcomes:	Only 50% of seniors met UC A-G requirements, but all have plans to go to college or to post-secondary education.	
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures		
Advisors will ensure every transferring student will be enrolled in the appropriate classes and awarded credit for all work completed and proper credits.	1000-1999: Certificated Personnel Salaries Supplemental 1000	All students were enrolled in appropriate classes and CTCHS expects all students to start with the UC A-G graduation plan in mind and only revert to the minimum requirements when challenges arise.	1000-1999: Certificated Personnel Salaries Supplemental 1000	
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Ensure academic supports, remediation, transportation, and costs/fees for sports and	5000-5999: Services And Other Operating Expenditures	Remedial classes were offered for Math and year-long classes were offered for Algebra 1, Geometry, and Physics.	5000-5999: Services And Other Operating Expenditures Supplemental	

extracurricular programs.	Supplemental 4000	The school covered the majority of the costs for Athletics.	10000								
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Pay for high school students to take the preliminary SAT (PSAT) exam to increase college readiness and performance.	4000-4999: Books And Supplies Supplemental 3000	CTCHS paid for all seniors to take the PSAT and offered the PSAT to 60 students.	4000-4999: Books And Supplies Supplemental 1000								
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	CTCHS will no longer be measuring college preparedness success on UC A-G completion rates. We believe strongly in increasing the academic rigor of the school and having each student take the most demanding classes possible, but there were too many situations this year where the UC A-G curriculum did not make sense for very capable students. One student, in particular, did not meet UC A-G because the community college class that he took conflicted with the art credit that he needed. This was a situation where not meeting UC A-G actually gave the student a more demanding and rigorous schedule. The goal has been modified to focus on academic rigor rather than UC A-G completion rates.										

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Original GOAL 7 from prior year LCAP:	Decrease the number of suspensions for all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Coleman Tech Applicable Pupil Subgroups: Foster Youth, Low Income, and English Language Learners	
Expected Annual Measurable Outcomes:	Decrease the number of suspensions for all students by 5% from previous year.	Actual Annual Measurable Outcomes: The suspension rate for 2015/16 was 8.1%. The suspension rate according to the CDE for the 2014/15 school year was 18%, but it is not clear if the CDE calculation was using the same formula for suspensions (unduplicated actuals) as the LCAP. The numbers from prior years were lost with the leadership change. What is clear is that there has been a marked decrease in the number of suspensions as the positive behavioral support system employed by the new leadership team has found success.
LCAP Year: 2015-2016		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Create a school-wide positive behavior support system that utilizes a tiered reward system with progressive discipline, such that students are rewarded and recognized for good behavior and exhibiting school-wide expectations.	1000-1999: Certificated Personnel Salaries Supplemental 5000	1000-1999: Certificated Personnel Salaries Supplemental 5000
Scope of Service: LEA-Wide		Scope of Service: LEA-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils

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<p>Track student disciplinary actions, including suspensions and offer student and family supports as necessary to reduce incidences of repeated suspensions.</p>		<p>All suspensions have been tracked and any students who had repeated disciplinary issues had multiple interventions with Advisors, Administrators, Parents, and, where appropriate, SPED staff.</p>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-Wide	
Scope of Service	LEA-Wide						
Scope of Service	LEA-Wide						
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The suspension rate, while on a downward trend, is still much higher than we would like at CTCHS. To help prevent disciplinary issues before they occur, the school is hiring a Life Coach. CTCHS has experimented with alternatives to suspensions including in-school suspension, Saturday school, Friday afternoon school and lunch detentions. Lunch detentions seem to be the most effective and they have no negative impact on academics so CTCHS will be using lunch detentions as the primary disciplinary tool next year.</p>						

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Original GOAL 8 from prior year LCAP:	Fully implement common core state standards in all grade levels and areas and support student learning and teacher preparedness in content areas	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Coleman Tech Applicable Pupil Subgroups: Foster Youth, Low Income, and English Language Learners		
Expected Annual Measurable Outcomes:	LEA will facilitate teachers' understanding and implementation of the common core state standards, with the intent to create detailed teaching and coaching plans focusing on measures of success to drive learning.	Actual Annual Measurable Outcomes: Teachers now understand common core and include common-core aligned performance tasks as a regular part of the curriculum. Common core benchmark exams will be the next phase to be implemented next year.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide PD with training for standards implementation, planning lessons and pacing guides, and analyzing assessments throughout the year. Create professional development opportunities for department chairs through a partnership with the San Diego County Office of Education. Provide a maximum of one release day for specific teaching staff to observe best practices from teachers at other schools and to attend professional learning community discussions and opportunities created through partnerships with neighboring high achieving schools.	1000-1999: Certificated Personnel Salaries Supplemental 5000	Some PD occurred that focused on common core, but more needs to happen. The math department attended a common core training, and other staff have PD plans for the upcoming summer. The English department was trained the year before. The release days to observe best practices did not occur, but we have plans to observe other schools during PD in the upcoming year.	1000-1999: Certificated Personnel Salaries Supplemental 2000
Scope of Service		Scope of Service	

<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (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>Teachers' main wish is to have more time for collaboration. We plan to have more PD next year with more frequent meetings. There will also be time built in for departmental collaboration. We will also have common core aligned standard assessments that will be given two times per year to help drive instruction.</p>		

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Original GOAL 9 from prior year LCAP:	Increase student attendance rates	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify																																					
Goal Applies to:	Schools: Coleman Tech Applicable Pupil Subgroups: English Language Learners, Foster Youth, and Low Income																																						
Expected Annual Measurable Outcomes:	Decrease number of students missing 16 days or more each school year by 10%	Actual Annual Measurable Outcomes:	The baseline was never established, but this year the excessive absences were 19% which is clearly way too high.																																				
LCAP Year: 2015-2016																																							
Planned Actions/Services		Actual Actions/Services																																					
	Budgeted Expenditures		Estimated Actual Annual Expenditures																																				
Implement a positive attendance reward field trip twice yearly to attain target attendance rates.	0000: Unrestricted Supplemental 2500	No reward field trip was offered. The school did however impress upon parents and students the importance of attendance and multiple SARB letters were sent home to the gross offenders.	0000: Unrestricted Supplemental 0																																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA-Wide</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	LEA-Wide	<hr/>		<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA-Wide</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	LEA-Wide	<hr/>		<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)		
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Create and promote a school-wide positive attendance reward system every 6 weeks to attain target attendance rates.	0000: Unrestricted Supplemental 5000	No reward system was implemented this year, but there is a similar goal established for next year.	0000: Unrestricted Supplemental 0																																				

<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p>LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue parent PRIDE and FOCUS throughout the year centered on the following topics:</p> <p>? Attendance</p> <p>? Gradebook portal</p> <p>? Teens</p> <p>? Social Media</p> <p>? College preparatory</p>	<p>1000-1999: Certificated Personnel Salaries 4000</p>	<p>The parent group was strengthened this year both in terms of numbers and resolve. Meetings between the staff and parents included discussions on teen issues and social media. College prep discussions were part of standard advisory lesson plans and embedded in the standard curriculum in most classes. The gradebook portal will be owned by CTCHS next year allowing better control over the content delivered. Attendance issues were discussed with all parents and students as a whole and with individuals who had attendance issues.</p>	<p>1000-1999: Certificated Personnel Salaries 4000</p>
<p>Scope of Service</p> <hr/> <p>LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p>LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing</p>	<p>Many of the goals that were established for this year were not known by the current leadership team, but the ideas such as using a positive award system to encourage students to maintain good attendance are good ones. We also hope to affect change by making the school time more impactful on students. CTCHS has a problem with students who are part-time</p>		

past progress and/or changes to goals?

students because they have completed most of their coursework. We will now mandate that students must take a full academic load if they are taking any classes on campus so that they have more incentive to be on campus where the instruction is happening.

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

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

Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$142,382</u>
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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.

6.67	%
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Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
All Funding Sources	77,500.00	203,000.00	475,250.00	475,250.00	475,250.00	1,425,750.00
Base	16,500.00	127,000.00	65,000.00	65,000.00	65,000.00	195,000.00
Special Education	0.00	0.00	215,000.00	215,000.00	215,000.00	645,000.00
Supplemental	61,000.00	76,000.00	195,250.00	195,250.00	195,250.00	585,750.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
All Expenditure Types	77,500.00	203,000.00	475,250.00	475,250.00	475,250.00	1,425,750.00
0000: Unrestricted	16,500.00	2,000.00	1,000.00	1,000.00	1,000.00	3,000.00
1000-1999: Certificated Personnel Salaries	54,000.00	190,000.00	288,000.00	288,000.00	288,000.00	864,000.00
2000-2999: Classified Personnel Salaries	0.00	0.00	160,000.00	160,000.00	160,000.00	480,000.00
4000-4999: Books And Supplies	3,000.00	1,000.00	4,000.00	4,000.00	4,000.00	12,000.00
5000-5999: Services And Other Operating Expenditures	4,000.00	10,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	22,250.00	22,250.00	22,250.00	66,750.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
All Expenditure Types	All Funding Sources	77,500.00	203,000.00	475,250.00	475,250.00	475,250.00	1,425,750.00
0000: Unrestricted	Base	8,000.00	2,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	8,500.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
1000-1999: Certificated Personnel Salaries	Base	8,500.00	125,000.00	65,000.00	65,000.00	65,000.00	195,000.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	215,000.00	215,000.00	215,000.00	645,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	45,500.00	65,000.00	8,000.00	8,000.00	8,000.00	24,000.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	160,000.00	160,000.00	160,000.00	480,000.00
4000-4999: Books And Supplies	Supplemental	3,000.00	1,000.00	4,000.00	4,000.00	4,000.00	12,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
5000-5999: Services And Other Operating Expenditures	Supplemental	4,000.00	10,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	22,250.00	22,250.00	22,250.00	66,750.00

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).