

PASADENA UNIFIED SCHOOL DISTRICT

**SCHOOL ACCOUNTABILITY PLAN
2016-2017**

-The Single Plan for Student Achievement

Rose City High School

19-64881-1936806
CDS Code

Date of this revision: 4/25/2016

The Single Plan for Student Achievement (SAP/SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jack Loos
Position: Principal
Phone Number: (626) 396-5620
Address: 351 South Hudson Ave.
Pasadena, CA 91109
E-mail Address: Loos.Jack@pusd.us

The District Governing Board approved this revision of the School Plan on .

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Mission Statements and School Descriptions

2016-2017

School Vision and Mission

Rose City High School will create an environment where a shared commitment (by staff, students, parents, and community) to learning, cooperation, tolerance, and self-discipline will enable our students to become lifelong learners and responsible participants and contributors in our culturally diverse, democratic society.

School Profile Description

Please include:

- geographical, social, cultural, educational and economic community base
- grade levels/school configuration
- student enrollment figures/trends
- poverty level (e.g., percentage of students that are on free/reduced price lunch)
- feeder program and schools
- language, racial and ethnic make-up of the student body
- school staffing
- school facilities, including technology, library and media resources
- how the school community works together to establish and promote the culture of the school
- description of how the school provides individual student academic assessment results in language the parents understand, including an interpretation of those results
- other important characteristics of the school and
- **FOR SCHOOLS IN PROGRAM IMPROVEMENT (PI) identify areas and/or subgroups not meeting** AYP targets and identify the school's year of PI status.

Rose City High School serves as the district's continuation high school. RCHS is located adjacent to the Pasadena Unified School District's administrative building where it has been since the fall of 2002.

RCHS serves predominately Hispanic and African American students in the 10th, 11th, and 12th grades. At any given time approximately twenty percent of the twelfth- graders are fifth-year seniors who are allowed to finish out their high school, as long as they continue to show sufficient progress towards earning their diploma. Although RCHS follows a traditional year calendar from August until June, RCHS is on a quarter system, enabling students to earn 100 or more credits per year. RCHS consists of four programs:

- 1) Continuation: The traditional continuation program is for students sixteen and older. It is a quarter -based system where students may earn up to one hundred credits per year.
- 2) Independent Studies: Our independent studies program is for students who, for some external reason, cannot attend school on a daily basis and require a flexible schedule to meet their individual needs. Independent studies students work independently, according to a written agreement and under the general supervision of a credentialed teacher. The student and teacher meet at a minimum one day per week.
- 3) The RISE (Readiness through Integrated Studies Education) program replaces Advanced Path Academy, which began in the fall of 2009 and ended in the spring of 2012. RISE is an online learning program that combines online learning, small group instruction, and independent studies for students who require a flexible schedule. It also serves as a drop-in program where continuation high school students have access to online learning for one or two periods a day. This helps each student to complete classes that are not offered in the master schedule.
- 4) Twilight- The Twilight program is for fifth year seniors or for twelfth grade students who are substantially behind in credits. Students are given the option to earn a 170 unit district diploma, a 220 unit diploma, or prepare to take the GED.

Students are placed at RCHS from an Alternative Education Placement Committee, which meets four times per year. Students are placed at Rose City High School primarily due to credit deficiency. Credit deficiency can be due to several factors, including, poor attendance, poor behavior, parenthood, or unfortunate personal circumstances. Rose City High School offers students a flexible schedule and the opportunity to make up credits quickly. RCHS students are required to complete a minimum of 220 credits and pass both sections of the CAHSEE

School Data for 2015-2016 School Year (Prior Year)

Student Enrollment by Group

Student Demographics			Culture/Climate		
	#	%		14-15	15-16
African American	36	13.6%	Attendance %		
Asian	0	0.0%	Truancy %	29.64	40.1
Hispanic/Latino	213	80.4%	Suspensions		
White	11	4.2%	# of	89	71
Multiple/No Response	1	0.4%	# of individual students	51	40
Other	11	5%	Referral for Expulsions		
English Learner	58	27%	# mandated	0	0
Socio-Econ. Disadvantaged	185	69%	# permissive	0	0
Special Education	24	9%			
Foster Youth	10	5.0%			
Total Enrollment:	265				

Reclassification

Target	15% increase
% of students who reclassified	15.1%
% of students that moved up by 1+ levels	32%

School Improvement Progress Narrative

Target/Goal/ Focus Area	Prior Year Goal Use either annual goal/target (if available) or monitoring indicators	Met? Yes (Y) No (N) Progress (P)	Analysis Explain why met or did not meet Analyze and address both implementation and outcomes.
Math	<p>All students, including EL's, SED, SWD, and Foster Youth, have access to the highest quality education while preparing for college and career throughout their educational experience via multiple PUSD academic programs.</p> <p>Common Core-aligned instruction implemented and common Core-aligned materials disseminated to all schools and all classrooms K-12</p> <p>All student subgroups in PK-12 will demonstrate an increased rate of grade level proficiency in all core-content subject areas.</p> <p>The rate of reclassification for ELs will increase by 5% annually.</p>	Progress	<ul style="list-style-type: none"> • Math classes participated in a collaborative process with other subject areas to address a driving question for the purpose of making content across subject areas relevant/applicable. • Math courses were delivered over two quarters to allow for intensive support and intervention to take place in all math courses. • The master schedule allows for students to be scheduled with appropriate sequence of Math classes. • Math tutoring was available every day before school for all students and pull out opportunities were available to RSP students throughout the day. Only a limited number of students participated. • The master schedule included extension classes and math support classes. • The blended learning mode of instruction was successfully implemented in targeted Math courses. • RSP students were clustered in Math courses to allow push-in and pull out services. • Students continue to arrive at RCHS lacking the Math skills that are necessary to achieve mastery in core Math classes based on standardized test data. • Teachers are using blended learning and a variety of instructional strategies in the classrooms to meet individual student needs (e.g. SADAIE Strategies, Thinking Maps, Cooperative Groups, Pair Share, Choral Response, Reading/Writing Across the Curriculum and Project Based Learning).
English Language Arts	<p>All students, including EL's, SED, SWD, and Foster Youth, have access to the highest quality education while preparing for college and career throughout their educational experience via multiple PUSD academic programs.</p>	Progress	<ul style="list-style-type: none"> • ELA classes participated in a collaborative process with other subject areas to address a driving question for the purpose of making content across subject areas relevant/applicable. • The blended learning mode of instruction was successfully implemented in all ELA courses.

	<p>Common Core-aligned instruction implemented and common Core-aligned materials disseminated to all schools and all classrooms K-12</p> <p>All student subgroups in PK-12 will demonstrate an increased rate of grade level proficiency in all core-content subject areas.</p> <p>The rate of reclassification for ELs will increase by 5% annually.</p>		<ul style="list-style-type: none"> • Student completion of homework assignments continued to be a challenge. • Based on standardized test data and classroom assessments, students continue to arrive at RCHS lacking the English skills that are necessary to achieve mastery in ELA classes (e.g. reading, writing, vocabulary). • ELA tutoring was available every day before school for all students and pull out opportunities were available to RSP students throughout the day. Only a limited number of students participated. • 33% of the student population are limited English Proficient, many of these students find it difficult to succeed in a fast-paced quarter system. • The master schedule included two academic language development classes to assist limited English Proficient students with language acquisition, passing the CELDT and to increase site reclassification rates. • Teachers are using blended learning and a variety of instructional strategies in the classrooms to meet individual student needs (e.g. SADAIE Strategies, Thinking Maps, Cooperative Groups, Pair Share, Choral Response, Reading/Writing Across the Curriculum and Project Based Learning). • The master schedule now allows for students to be scheduled with appropriate sequence of English classes, which has been difficult to do with only two English teachers teaching all sections of English.
<p>Closing the Gap</p>	<p>All students, including EL's, SED, SWD, and Foster Youth, have access to the highest quality education while preparing for college and career throughout their educational experience via multiple PUSD academic programs.</p> <p>Common Core-aligned instruction implemented and common Core-aligned materials disseminated to all schools and all classrooms K-12</p> <p>All student subgroups in PK-12 will demonstrate an increased rate of grade level proficiency in all core-content subject areas.</p>	<p>Progress</p>	<ul style="list-style-type: none"> • 50% of students progressed by at least one level on the CELDT. • Approximately 27% of EL Students (19 students) were reclassified during the 2014-2015 school year. In 2015-2016, approximately 13% of EL students (9 students) were reclassified and five submitted waivers. Since the CAHSEE was suspended in 2015, the Scholastic Reading Inventory (SRI) has been used as an alternative method of reclassifying students but it should be noted that due to its increased rigor, reclassification percentages have declined. • Currently 30% of the student population are English learners. • The master schedule included two academic language development classes to assist limited English Proficient

	<p>The rate of reclassification for ELs will increase by 5% annually.</p>		<p>students with language acquisition, passing the CELDT and to increase site reclassification rates.</p> <ul style="list-style-type: none"> • The site uses READ 180 as the designated curriculum for English Learners. • Students referred to RCHS generally lack the basic skills necessary to achieve mastery in grade appropriate classes based on standardized testing data. • Teachers are using blended learning and a variety of instructional strategies in the classrooms to meet individual student needs (e.g. SADAIE Strategies, Thinking Maps, Cooperative Groups, Pair Share, Choral Response, Reading/Writing Across the Curriculum and Project Based Learning).
<p>Parent/Community Engagement</p>	<p>Resources provided to ensure systems are established and implemented to identify foster youth, enroll them in three days, and transfer all possible high school credits; academic and engagement results for foster youth are comparable for those who are not in foster care.</p> <p>Students will be in school everyday in an environment that is safe, caring, and conducive to learning.</p> <p>Promote a welcoming and inclusive environment for all stakeholders and ensure all parents and guardians have the opportunity to acquire the knowledge, information, and skills needed to support their children's success in school.</p> <p>Develop and implement effective, transparent, efficient, processes and systems that result in responsive and efficient services to the school sites.</p> <p>The rate of reclassification for ELs will increase by 5% annually.</p>	<p>Progress</p>	<ul style="list-style-type: none"> • The RCHS Student Leadership Board (SLB) continues to participate in outreach opportunities with parents and the greater community. • The president of the Student Leadership Board (SLB) provides a RCHS report to the Board of Education on a monthly basis. • Parent participation in School Site Council and ELAC meetings continues to be a challenge. • RCHS is in the process of developing a Title 1 Parent Involvement Policy • Parent and community participation at RCHS Back to School and Open House events has increased significantly due to SLB sponsored activities. • RCHS provides a Financial Aid Workshop for students and parents. These workshops were well attended. • The Building and Design Pathway Academy conducts outreach efforts within the Pasadena business community to build partner relationships for the purpose of internships and other student benefits. • RCHS participates in an annual interview day with Pasadena business partners. • During graduation, RCHS awards medallions to students that have completed additional career pathway requirements for graduation. • RCHS holds an annual College Fair for students and community. • Parents have access to Parent Portal and Haiku LMS Gradebooks.

			<ul style="list-style-type: none"> • Parents receive automated calls for every student period absence and truancy meetings were held once a month to help parents improve their child's attendance. • RCHS resources are used to fund a student advocate position to monitor student attendance, schedule parent meetings, and make home visits. • RCHS created a parent survey in order to gain parent input on a variety of site issues.
<p style="text-align: center;">School Safety, Climate and Culture</p>	<p>Resources provided to ensure systems are established and implemented to identify foster youth, enroll them in three days, and transfer all possible high school credits; academic and engagement results for foster youth are comparable for those who are not in foster care.</p> <p>Attract, train, and retain quality personnel through investing in humans capital, training with regards to the needs of subgroups and new educational</p> <p>Students will be in school everyday in an environment that is safe, caring, and conducive to learning.</p> <p>Develop and implement effective, transparent, efficient, processes and systems that result in responsive and efficient services to the school sites.</p> <p>All schools and facilities will be maintained and in good repair with annual increase towards a 21st century infrastructure.</p>	<p>Progress</p>	<ul style="list-style-type: none"> • The number of suspensions decreased from the previous year largely due to a School Board policy which does not allow suspensions for "willful defiance." Most suspensions were due to drug related activities. • A Project Behavioral Aide assisted with classroom interventions, peer mediation, and conflict resolution in an effort to reduce the number of incidents resulting in suspensions. Budgetary constraints precluded the aide position from being renewed. • A Student Leadership Board (SLB) continues to be an avenue for students to have a voice in improving the overall student experience at RCHS. • RCHS resources are used to fund a student advocate position to monitor student attendance, schedule parent meetings, and make home visits. • Truancy meetings were held once a month to help parents improve their child's attendance. • The site adopted a new bell schedule and quarter system to better meet the needs of an alternative learning environment. • The site adopted a digital curriculum where content was delivered via blended learning through the use of the Haiku Learning Management System and Chromebook devices. • The Impact program continues to have no enforcement mechanism for students who are referred to the program but do not complete it. Many of these students have been found to be in possession of or using drugs on multiple occasions. • The site is well maintained. • The site conducts regular fire, earthquake and lock down drills. • The site has added more cameras to outside areas to promote safety.

			<ul style="list-style-type: none"> The site has renovated the the graphic design lab, construction class, PE Room, careers class and two science classrooms.
School Selected	<p>The rate of reclassification for ELs will increase by 5% annually.</p> <p>All students, including EL's, SED, SWD, and Foster Youth, have access to the highest quality education while preparing for college and career throughout their educational experience via multiple PUSD academic programs.</p> <p>Common Core-aligned instruction implemented and common Core-aligned materials disseminated to all schools and all classrooms K-12</p>	Progress	<ul style="list-style-type: none"> Science classes participated in a collaborative process with other subject areas to address a driving question for the purpose of making content across subject areas relevant/applicable. SDAIE Strategies, Thinking maps, Cooperative Groups, Project Based Learning and Reading/Writing Across the Curriculum are actively used in science classes at RCHS. Although RCHS lacks the facilities for classrooms with science labs, both science classes have access to running water for experiments. The blended learning model of instruction was successfully implemented in targeted science courses. The purchase of Chromebooks and science tables created an atmosphere where labs could be performed in class more successfully.
Graduation – Career/College Ready Formerly CAHSEE	<p>All students, including EL's, SED, SWD, and Foster Youth, have access to the highest quality education while preparing for college and career throughout their educational experience via multiple PUSD academic programs.</p> <p>Common Core-aligned instruction implemented and common Core-aligned materials disseminated to all schools and all classrooms K-12</p> <p>All student subgroups in PK-12 will demonstrate an increased rate of grade level proficiency in all core-content subject areas.</p> <p>Resources provided to ensure systems are established and implemented to identify foster youth, enroll them in three days, and transfer all possible high school credits; academic and engagement results for foster youth are comparable for those who are not in foster care.</p>	Progress	<ul style="list-style-type: none"> Twenty students made up their credits in 2015-2016 and returned to their home high school and graduated with their class. Fifty-six students graduated from RCHS during in the 2014-2015 school year (fifty-five students graduated in 2013-2014). For 2015-2016, sixty students are expected to graduate. There is no data on the tenth grade pass rate for the CAHSEE due to the state exam being suspended in 2015. English and Math Intervention classes are designed to specifically address CAASPP content. During Summer 2015, curriculum focused on credit recovery and interventions in ELA and Math. The Pathway Building and Design career academies help facilitate the path from school to career readiness for students. Pasadena City College and the RCHS Counselor work in conjunction to help students apply to PCC. The RCHS counselor conducts career readiness sessions with all classes through the use of the Naviance website.

	<p>Attract, train, and retain quality personnel through investing in humans capital, training with regards to the needs of subgroups and new educational</p> <p>Students will be in school everyday in an environment that is safe, caring, and conducive to learning.</p> <p>Develop and implement effective, transparent, efficient, processes and systems that result in responsive and efficient services to the school sites.</p> <p>All schools and facilities will be maintained and in good repair with annual increase towards a 21st century infrastructure.</p> <p>The rate of reclassification for ELs will increase by 5% annually.</p>		<ul style="list-style-type: none"> • The RCHS Counselor creates digital ILP's for all students and conducts quarterly graduation checks in all classes. • The site offers a variety of diploma options for all of its students (e.g. WASC accredited diploma, District diploma, AB216 diploma, GED, Pathways diploma).
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Other Successes/Challenges/Areas for Improvement not noted above as part of a specific targeted area for improvement

Success/Challenge/Area for Improvement	Related Goal Area (if applicable)	Analysis - What made success possible? For challenges or areas of improvement, address the underlying needs and potential barriers.
<p>Blended learning was implemented school-wide to promote 21st century skills through the use of Chromebook devices and the Haiku LMS.</p>		<ul style="list-style-type: none"> • Professional development on the use of Haiku LMS, Thesys, and Intelligent Papers. • Common prep time for teachers to collaborate on developing Haiku and implementing blended learning. • The site adopted a new bell schedule and quarter system to better meet the needs of an alternative learning environment. The common prep time was used by teachers for cross curricular collaborations. • Workshops for the Haiku LMS and ITS trainings are continually offered and attended by RCHS staff. • Transition to a digital curriculum and the use of Chromebook devices was successful. • Not all students were successful academically with Haiku LMS curriculum preferring traditional methods of instruction.
<p>In 2015-2016, RCHS was designated a Title I school.</p>		<ul style="list-style-type: none"> • Due to RCHS possessing high numbers/percentages of students from low-income families, the site was designated a Title I school and received additional funding to help ensure that all students meet challenging state academic standards. • The school has an annual Title I parent meeting • The school is in the process of developing a Parent Involvement Policy

		<ul style="list-style-type: none"> • The master schedule included two academic language development classes to assist limited English Proficient students with language acquisition, passing the CELDT and to increase site reclassification rates. • The master schedule allows for students to be scheduled with appropriate sequence of ELA and Math classes. • ELA and Math classes participate in a collaborative process with other subject areas to address a driving question for the purpose of making content across subject areas relevant/applicable. • The site offers a variety of diploma options for all of its students (e.g. WASC accredited diploma, District diploma, AB216 diploma, GED, Pathways diploma). • The site adopted a digital curriculum where content was delivered via blended learning through the use of the Haiku Learning Management System and Chromebook devices.
<p>In Spring 2015, RCHS adopted a partial credit system that eliminated the "F" grade.</p>		<ul style="list-style-type: none"> • RCHS functions on a quarter system that issues partial credit for all courses. Course credit is earned once all requirements are met by the student. • By eliminating the F grade, partial credits allow students to receive unit credits for work completed throughout the quarter and they can choose to recoup their missing course units either in another quarter, the RISE lab, or Independent Study. • The RCHS counselor updates ILP's each quarter to track student progress toward graduation and ensure coursework is not repeated or duplicated. • Although the partial grading system has been in effect for four quarters, the school still needs to establish grading scale guidelines, develop rubrics for essays, and standardize how partial credits are awarded based on the amount of work completed. • Although partial credits have been awarded, the graduation rate has not increased.
<p>RCHS established the Building and Design Career Academies to help students bridge the gap from school to career.</p>		<ul style="list-style-type: none"> • All classes participate in a collaborative process highlighted by an annual theme (9/11 Project). • ELA and Math classes participate in a collaborative process with other subject areas to address a driving question for the purpose of making content across subject areas relevant/applicable. • The Pathway Building and Design career academies help facilitate the path from school to career readiness for students. • The site offers a variety of diploma options for all of its students which includes a Pathways diploma that awards medallions to students willing to undertake additional coursework. • The site adopted a new bell schedule and quarter system to better meet the needs of an alternative learning environment. • Due to lack of progress regarding teacher collaborations, business partner relationships and internships, administration had to take control of the process and mandated weekly meetings.

		<ul style="list-style-type: none"> • The number of business partners is minimal. • The site needs to expand the number of collaborative projects that take place per year. • Lack of staff commitments to engage in summer planning for the upcoming school year.
<p>RCCHS applied to the CA Department of Education to be designated a Model Continuation School and was awarded the title in April 2016.</p>		<ul style="list-style-type: none"> • The school provides comprehensive services to at-risk youth through the use of exemplary instructional strategies, flexible scheduling, and guidance and counseling services. • The site adopted a new bell schedule and quarter system to better meet the needs of an alternative learning environment. • The site adopted a digital curriculum where content was delivered via blended learning through the use of the Haiku Learning Management System and Chromebook devices. • A Student Leadership Board (SLB) continues to be an avenue for students to have a voice in improving the overall student experience at RCCHS. • The RCCHS counselor conducts career readiness sessions with all classes through the use of the Naviance website. • The RCCHS Counselor creates digital ILP's for all students and conducts quarterly graduation checks in all classes. • The site offers a variety of diploma options for all of its students (e.g. WASC accredited diploma, District diploma, AB216 diploma, GED, Pathways diploma). • RCCHS resources are used to fund a student advocate position to monitor student attendance, schedule parent meetings, and make home visits. • ELA and Math classes participated in a collaborative process with other subject areas to address a driving question for the purpose of making content across subject areas relevant/applicable. • The Pathway Building and Design career academies help facilitate the path from school to career readiness for students.

Planned Improvements for Student Performance - Summary of School Targets for School Year 2016-2017

Area of Focus	School Targets
Math	40% of students will be proficient in Mathematics as measured by standardized assessments, pre and post classroom examinations, as well as grade distribution.
English Language Arts	40% of students will be proficient in English as measured by standardized assessments, pre and post classroom examinations, as well as grade distribution.
Closing the Gap- must include one indicator for EL	50 percent of English Learners will meet AMAO # 1 70 Percent of English Learners will meet AMAO #2 40 percent of our English Learners will be reclassified The percentage of Hispanic students scoring proficient in English and math will increase to 30 percent.
Parent and Community Engagement	The number of parents and community members participating in school events and parent/teacher conferences will increase by 50%.
School Safety, Climate and Culture	Decrease the number of suspensions by 30 percent. Decrease the number of truant students by 30 percent.
School Selected*	40% of students will be proficient in Science as measured by standardized assessments, pre and post classroom examinations, as well as grade distribution.
Graduation/Career and College Ready (High Schools Only) – must include an indicator for CAHSEE	70 Percent of 10th graders will pass both parts of the CAHSEE on the first attempt. All students will pass the CAHSEE prior to completing coursework for graduation

* Select one of the following: Science, Social Studies/History, VAPA, Technology, Special Education.

	PRIORITIES	CDE MEASURES(not exhaustive list) These are the measures identified within the LCAP as per CDE
Conditions for Learning	Basics (B)	<ul style="list-style-type: none"> • Rate of teacher misassignment • Student access to standards-aligned instructional materials • Facilities in good repair
	Implementation of CCSS (CCSS)	<ul style="list-style-type: none"> • Implementation of CCSS for all students, including EL's and students
	Course Access (CA)	<ul style="list-style-type: none"> • Student access and enrollment in a broad course of study that includes all of the subject areas
Student Outcomes	Student Achievement (SA)	<ul style="list-style-type: none"> • Performance on standardized tests • Score on API • Share of students that are college and career ready • Share of ELs that become English proficient • EL reclassification rate • Share of students that pass AP exams with 3 or higher • Share of students determined prepared for college as measure by the EAP
	Other Student Outcomes (OSO)	<ul style="list-style-type: none"> • Other indicators of student performance in required areas of study. May include performance on other exams
Engagement	Parent Involvement (PI)	<ul style="list-style-type: none"> • Efforts to seek parent input • Promotion of parental participation
	Student Engagement (SE)	<ul style="list-style-type: none"> • School attendance rates • Chronic absenteeism rates, • Middle and high school drop out rates • Graduation rates
	School Climate (SC)	<ul style="list-style-type: none"> • Student suspension rates • Student expulsion rates • Other local measures

Planned Improvements in Student Performance – Target/Goal Page

<p>Target : <i>(insert annual target/goal)</i> Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? All students, including EL's, SED, SWD, and Foster Youth, have access to the highest quality education while preparing for college and career throughout their educational experience via multiple PUSD academic programs.</p>	
<p>Area of Focus: X Math (LCAP: SA, CA, OSO, CCSS) X English Language Arts (LCAP: SA, CA, OSO, CCSS) X Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)</p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) X Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, XTechnology, Special Education,</p>

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY	
<p>Math State, district, and classroom assessments reveal that the majority of students entering RCHS lack the basic math skills that are necessary to achieve mastery in high school mathematics courses.</p> <p>A higher percentage of students fail mathematics courses than other core classes at RCHS.</p>	<p>Implement Common Core Standards and Project-Based Learning in Math courses.</p> <p>Implement the Blended learning mode of instruction in all mathematics courses, utilizing the Haiku LMS and websites that build math skills.</p> <p>Math content will be delivered over the course of two quarters in order to provide intensive academic support and review in math courses.</p> <p>Utilize pre and post assessments at the</p>	<p>Review pre and post assessment data after each semester.</p> <ul style="list-style-type: none"> • Classroom teachers, administration. <p>Teachers will submit names of students who are at risk of failing their class on a quarterly basis. Letters will be mailed home quarterly</p> <p>Administration will monitor number of referrals each quarter.</p> <p>Utilization of Haiku and blended learning will be verified through daily walkthroughs, formal observations, and informal observations.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>District Funded</p> <p>LCAP</p> <p>Title I</p>	<p>5500</p> <p>9500</p> <p>9000</p>	<p>Each quarter pre and post assessments will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p> <p>Blended Learning will be implemented on an ongoing basis.</p> <p>Tutoring available each school day beginning 8/14/2016.</p>	<p></p>

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>beginning of each course to measure understanding and mastery and identify focus areas.</p> <p>Tutoring offered daily before and after the instructional day. Letters will be mailed to the homes of students who were at risk of failing classes on a quarterly basis.</p> <p>Teachers will be given a common prep period to allow for continual collaboration on cross curricular projects.</p> <p>RISE computer lab will be staffed with a credentialed Math and Science teacher.</p> <p>Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and Reading/Writing Across the Curriculum</p> <p>A Mondays will be utilized to develop curricular and cross curricular projects that are aligned to Common Core Standards.</p>	<p>A Monday Agendas will verify continued training in blended learning.</p>				

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>English: State, district, and classroom assessments reveal that the majority of students entering RCHS read and write below grade level.</p>	<p>Implement Common Core Standards and Project-Based Learning in English courses.</p> <p>The use of Haiku LMS and Chrome books will be implemented in English courses</p> <p>A Mondays will be utilized to develop curricular and cross curricular projects that are aligned to Common Core Standards.</p> <p>Utilize pre and post assessments at the beginning of each course to measure content mastery and identify focus areas.</p> <p>Teachers will be given a common prep period to allow for continual collaboration on cross curricular projects.</p> <p>Double-blocks of ELD and English courses.</p> <p>Tutoring offered daily during the instructional day.</p> <p>Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and</p>	<p>Review pre and post assessment data after each semester.</p> <ul style="list-style-type: none"> Classroom teachers, administration. <p>Teachers will submit names of students who are at risk of failing their class on a quarterly basis. Letters will be mailed home quarterly</p> <p>Administration will monitor number of referrals each quarter.</p> <p>Utilization of Haiku and blended learning will be verified through daily walkthroughs, formal observations, and informal observations.</p> <p>A Monday Agendas will verify continued training in blended learning and development of projects.</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCAP</p> <p>Title I</p> <p>District Funded</p> <p>90000</p> <p>5000</p> <p>2500</p>	<p>Each quarter pre and post assessments will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p> <p>Blended Learning will be implemented on an ongoing basis.</p> <p>Tutoring available each school day beginning August 14, 2016.</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>Reading/Writing Across the Curriculum</p> <p>A Mondays will be utilized to develop curricular and cross curricular projects that are aligned to Common Core Standards.</p>					
<p>Closing The GAP:</p> <p>Approximately 33% of the RCHS population are English Learners and require intensive academic support.</p> <p>English Learners at RCHS are typically Long Term English Learners and have demonstrate little growth in English Proficiency.</p> <p>Foster Youth Students:</p>	<p>Utilize pre and post assessments at the beginning of each course to measure understanding and mastery and identify focus areas.</p> <p>EL classes to utilize 3D and Read 180.</p> <p>Tutoring will be available to all students on a daily basis.</p> <p>Each EL will increase their proficiency level each year along the proficiency continuum</p> <p>LCAP funds will be utilized to hire an LDRT to monitor progress of EL students, oversee reclassification, maintain EL files, maintain EL-ILPs, and help facilitate ELAC meetings.</p> <p>Practice Smarter Balance test type questions</p>	<p>Review pre and post assessment data after each semester.</p> <ul style="list-style-type: none"> Classroom teachers, administration. <p>LDRT in conjunction with the school counselor and administration will monitor CELDT, SRI, and grades to in order to reclassify students on a quarterly basis.</p> <p>Data will be shared among stake holders on a bi-weekly basis during A Mondays.</p> <p>Smarter Balance practice type exam questions, unit tests practiced each quarter.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCAP 8500</p> <p>Title I 5000</p> <p>District Funded 3500</p>	<p>Ongoing:</p> <p>Each quarter pre and post assessments will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p> <p>Smarter Balance practice type exam questions, unit tests practiced each quarter.</p> <p>Some degree of subjective qualitative observation to assess the degree to which learning is progressing.</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>administered on a regular basis.</p> <p>Implementation of Read 180.</p> <p>Increase the reclassification rate by not lower than 15% each year (based on each site) until all EL students are reclassified</p> <p>Identify and track the progress of foster youth students each quarter. Provide partial credits within three days of leaving the school.</p> <p>Collaborate with CWAS departments and foster youth agencies to identify students that qualify for AB216.</p>				<p>Writing and reading activities to determine the extent of quantifiable growth.</p>	
<p>Graduation/ College/Career Ready:</p> <p>100% of all student will develop a professional job resume</p> <p>100% of all students will complete a Careers course and have the option to participate in paid/unpaid internships</p>	<p>100% of all seniors will prepare a professional job resume.</p> <p>Development of Career Planning curriculum using employer based skill sets and training methods.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction.</p>	<p>Professional resumes will be developed in careers classes on an ongoing bases.</p> <p>Bi-weekly pathway meetings held with teachers and administration.</p>		<p>5000-5999: Services And LCAP Other Operating Expenditures 10000</p> <p>District Funded 3000</p> <p>5000-5999: Services And Title I Other Operating Expenditures 4000</p>	<p>August 2016</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>Students will be exposed to a wide variety of college and career career opportunities related to their interests</p>	<p>Continue to develop the building and design pathway program to expand internship and career opportunities.</p> <p>RCHS will provide students with field trips to various Colleges and universities as well as hold career/college fairs twice per year.</p> <p>RCHS will implement the Building and Design Academy in conjunction with the PUSD Pathways Program</p> <p>Twilight school will be available for students who cannot attend school during the school day.</p> <p>RCHS staff to utilize common planning time for SST’s for students who are struggling and at risk of not graduating high school.</p> <p>RCHS will transition to a quarter system to allow students to earn up to 100 credits in a school year</p> <p>100% of all seniors will prepare a professional job</p>					

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>resume.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction</p> <p>Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and Reading/Writing Across the Curriculum.</p> <p>Modification of the state curriculum to best meet the needs of all the involved students.</p> <p>ALD classes that includes preparation for the CELDT and SRI</p> <p>A+ computer programs</p> <p>Students will complete a career profile and research five careers through the Naviance website</p>					

Planned Improvements in Student Performance – Target/Goal Page

Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? Common Core-aligned instruction implemented and common Core-aligned materials disseminated to all schools and all classrooms K-12	
Area of Focus: X Math (LCAP: SA, CA, OSO, CCSS) X English Language Arts (LCAP: SA, CA, OSO, CCSS) X Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)	School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) X Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, XTechnology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY	
Math State, district, and classroom assessments reveal that the majority of students entering RCHS lack the basic math skills that are necessary to achieve mastery in high school mathematics courses. A higher percentage of students fail mathematics courses than other core classes at RCHS.	Implement Common Core Standards and Project-Based Learning in Math courses. Implement the Blended learning mode of instruction in all mathematics courses, utilizing Haiku and websites that build math skills. Math content will be delivered over the course of two quarters in order to provide intensive academic support and review in math courses. Utilize pre and post assessments at the beginning of each course to	Review pre and post assessment data after each semester. • Classroom teachers, administration. Teachers will submit names of students who are at risk of failing their class on a quarterly basis. Letters will be mailed home quarterly Administration will monitor number of referrals each quarter. Utilization of Haiku and blended learning will be verified through daily walkthroughs, formal observations, and informal observations.	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	Unrestricted Title I LCAP	5500 9000 9500	Each quarter pre and post assessments will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly. Blended Learning will be implemented on an ongoing basis. Tutoring available each school day beginning 8/14/2015 .	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>measure understanding and mastery and identify focus areas.</p> <p>Tutoring offered daily before and after the instructional day. Letters will be mailed to the homes of students who were at risk of failing classes on a quarterly basis.</p> <p>Teachers will be given a common prep period to allow for continual collaboration on cross curricular projects.</p> <p>RISE computer lab will be staffed with a credentialed Math and Science teacher.</p> <p>Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and Reading/Writing Across the Curriculum</p> <p>A Mondays will be utilized to develop curricular and cross curricular projects that are aligned to Common Core Standards.</p>	<p>A Monday Agendas will verify continued training in blended learning.</p>				
<p>English: State, district, and classroom assessments reveal that the majority of</p>	<p>Implement Common Core Standards and Project-Based Learning in English courses.</p>	<p>Review pre and post assessment data after each semester.</p> <ul style="list-style-type: none"> Classroom teachers, 	<p>4000-4999: Books And Supplies</p>	<p>Unrestricted LCAP</p> <p>2500 9000</p>	<p>Each quarter pre and post assessments will be carefully</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>students entering RCHS read and write below grade level.</p>	<p>The use of Haiku and Chrome books will be implemented in English courses</p> <p>A Mondays will be utilized to develop curricular and cross curricular projects that are aligned to Common Core Standards.</p> <p>Utilize pre and post assessments at the beginning of each course to measure content mastery and identify focus areas.</p> <p>Teachers will be given a common prep period to allow for continual collaboration on cross curricular projects.</p> <p>Double-blocks of ELD and English courses.</p> <p>Tutoring offered daily during the instructional day.</p> <p>Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and Reading/Writing Across the Curriculum</p> <p>A Mondays will be utilized</p>	<p>administration.</p> <p>Teachers will submit names of students who are at risk of failing their class on a quarterly basis. Letters will be mailed home quarterly</p> <p>Administration will monitor number of referrals each quarter.</p> <p>Utilization of Haiku and blended learning will be verified through daily walkthroughs, formal observations, and informal observations.</p> <p>A Monday Agendas will verify continued training in blended learning and development of projects.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>5000</p>	<p>analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p> <p>Blended Learning will be implemented on an ongoing basis.</p> <p>Tutoring available each school day beginning August 14, 2015 .</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>to develop curricular and cross curricular projects that are aligned to Common Core Standards.</p>					
<p>Closing The GAP:</p> <p>Approximately 33% of the RCHS population are English Learners and require intensive academic support.</p> <p>English Learners at RCHS are typically Long Term English Learners and have demonstrate little growth in English Proficiency.</p> <p>Foster Youth Students:</p>	<p>Utilize pre and post assessments at the beginning of each course to measure understanding and mastery and identify focus areas.</p> <p>EL classes to utilize 3D and Read 180.</p> <p>Tutoring will be available to all students on a daily basis.</p> <p>Each EL will increase their proficiency level each year along the proficiency continuum</p> <p>LCAP funds will be utilized to hire an LDRT to monitor progress of EL students, oversee reclassification, maintain EL files, maintain EL-ILPs, and help facilitate ELAC meetings.</p> <p>Practice Smarter Balance test type questions administered on a regular basis.</p> <p>Implementation of Read 180.</p>	<p>Review pre and post assessment data after each semester.</p> <ul style="list-style-type: none"> Classroom teachers, administration. <p>LDRT in conjunction with the school counselor and administration will monitor CELDT, SRI, and grades to in order to reclassify students on a quarterly basis.</p> <p>Data will be shared among stake holders on a bi-weekly basis during A Mondays.</p> <p>Smarter Balance practice type exam questions, unit tests practiced each quarter.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCAP</p> <p>Title I</p> <p>District Funded</p> <p>8500</p> <p>5000</p> <p>3500</p>	<p>Each quarter pre and post assessments will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p> <p>Smarter Balance practice type exam questions, unit tests practiced each quarter.</p> <p>Some degree of subjective qualitative observation to assess the degree to which learning is progressing.</p> <p>Writing and reading activities to determine the extent of quantifiable growth.</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>Increase the reclassification rate by not lower than 15% each year (based on each site) until all EL students are reclassified</p> <p>Identify and track the progress of foster youth students each quarter. Provide partial credits within three days of leaving the school.</p> <p>Collaborate with CWAS departments and foster youth agencies to identify students that qualify for AB216.</p>					
<p>Graduation/ College/Career Ready:</p> <p>100% of all student will develop a professional job resume</p> <p>100% of all students will complete a Careers course and have the option to participate in paid/unpaid internships</p> <p>Students will be exposed to a wide variety of career opportunities related to their interests</p>	<p>100% of all seniors will prepare a professional job resume.</p> <p>Development of Career Planning curriculum using employer based skill sets and training methods.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction.</p> <p>Continue to develop the building and design pathway program to expand internship and</p>	<p>Professional resumes will be developed in careers classes on an ongoing bases.</p> <p>Bi-weekly pathway meetings held with teachers and administration.</p>		<p>5000-5999: Services And LCAP Other Operating Expenditures 10000</p> <p>5000-5999: Services And Title I Other Operating Expenditures 4000</p> <p>District Funded 3000</p>	<p>August 2016</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>career opportunities.</p> <p>RCHS will provide students with field trips to various Colleges and universities as well as hold career/college fairs twice per year.</p> <p>RCHS will implement the Building and Design Academy in conjunction with the PUSD Pathways Program</p> <p>Twilight school will be available for students who cannot attend school during the school day.</p> <p>RCHS staff to utilize common planning time for SST’s for students who are struggling and at risk of not graduating high school.</p> <p>RCHS will transition to a quarter system to allow students to earn up to 100 credits in a school year</p> <p>100% of all seniors will prepare a professional job resume.</p> <p>Development of instructional strategies that incorporate EL emphasis in</p>					

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>instruction</p> <p>Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and Reading/Writing Across the Curriculum.</p> <p>Modification of the state curriculum to best meet the needs of all the involved students.</p> <p>ALD classes that includes preparation for the CELDT and SRI</p> <p>A+ computer programs</p> <p>Students will complete a career profile and research five careers through the Naviance website</p>					

Planned Improvements in Student Performance – Target/Goal Page

<p>Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? All student subgroups in PK-12 will demonstrate an increased rate of grade level proficiency in all core-content subject areas.</p>	
<p>Area of Focus: X Math (LCAP: SA, CA, OSO, CCSS) X English Language Arts (LCAP: SA, CA, OSO, CCSS) X Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)</p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) X Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, XTechnology, Special Education,</p>

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
<p>Math State, district, and classroom assessments reveal that the majority of students entering RCHS lack the basic math skills that are necessary to achieve mastery in high school mathematics courses.</p> <p>A higher percentage of students fail mathematics courses than other core classes at RCHS.</p>	<p>Implement Common Core Standards and Project-Based Learning in Math courses.</p> <p>Implement the Blended learning mode of instruction in all mathematics courses, utilizing Haiku and websites that build math skills.</p> <p>Math content will be delivered over the course of two quarters in order to provide intensive academic support and review in math courses.</p> <p>Utilize pre and post assessments at the beginning of each course to measure understanding</p>	<p>Review pre and post assessment data after each semester.</p> <ul style="list-style-type: none"> • Classroom teachers, administration. <p>Teachers will submit names of students who are at risk of failing their class on a quarterly basis. Letters will be mailed home quarterly</p> <p>Administration will monitor number of referrals each quarter.</p> <p>Utilization of Haiku and blended learning will be verified through daily walkthroughs, formal observations, and informal observations.</p> <p>A Monday Agendas will</p>	<p>None Specified</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCAP 9500</p> <p>Title I 9000</p> <p>District Funded 5500</p>	<p>Each quarter pre and post assessments will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p> <p>Blended Learning will be implemented on an ongoing basis.</p> <p>Tutoring available each school day beginning 8/14/2015.</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>and mastery and identify focus areas.</p> <p>Tutoring offered daily before and after the instructional day. Letters will be mailed to the homes of students who were at risk of failing classes on a quarterly basis.</p> <p>Teachers will be given a common prep period to allow for continual collaboration on cross curricular projects.</p> <p>RISE computer lab will be staffed with a credentialed Math and Science teacher.</p> <p>Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and Reading/Writing Across the Curriculum</p> <p>A Mondays will be utilized to develop curricular and cross curricular projects that are aligned to Common Core Standards.</p>	<p>verify continued training in blended learning.</p>				
<p>English: State, district, and classroom assessments reveal that the majority of</p>	<p>Implement Common Core Standards and Project-Based Learning in English courses.</p>	<p>Review pre and post assessment data after each semester.</p> <ul style="list-style-type: none"> Classroom teachers, 	<p>4000-4999: Books And Supplies</p>	<p>District Funded 2500</p> <p>LCAP 9000</p>	<p>Each quarter pre and post assessments will be carefully</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>students entering RCHS read and write below grade level.</p>	<p>The use of Haiku and Chrome books will be implemented in English courses</p> <p>A Mondays will be utilized to develop curricular and cross curricular projects that are aligned to Common Core Standards.</p> <p>Utilize pre and post assessments at the beginning of each course to measure content mastery and identify focus areas.</p> <p>Teachers will be given a common prep period to allow for continual collaboration on cross curricular projects.</p> <p>Double-blocks of ELD and English courses.</p> <p>Tutoring offered daily during the instructional day.</p> <p>Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and Reading/Writing Across the Curriculum</p> <p>A Mondays will be utilized</p>	<p>administration.</p> <p>Teachers will submit names of students who are at risk of failing their class on a quarterly basis. Letters will be mailed home quarterly</p> <p>Administration will monitor number of referrals each quarter.</p> <p>Utilization of Haiku and blended learning will be verified through daily walkthroughs, formal observations, and informal observations.</p> <p>A Monday Agendas will verify continued training in blended learning and development of projects.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>5000</p>	<p>analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p> <p>Blended Learning will be implemented on an ongoing basis.</p> <p>Tutoring available each school day beginning August 14, 2015.</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>to develop curricular and cross curricular projects that are aligned to Common Core Standards.</p>					
<p>Closing The GAP:</p> <p>Approximately 33% of the RCHS population are English Learners and require intensive academic support.</p> <p>English Learners at RCHS are typically Long Term English Learners and have demonstrate little growth in English Proficiency.</p> <p>Foster Youth Students:</p>	<p>Utilize pre and post assessments at the beginning of each course to measure understanding and mastery and identify focus areas.</p> <p>EL classes to utilize 3D and Read 180.</p> <p>Tutoring will be available to all students on a daily basis.</p> <p>Each EL will increase their proficiency level each year along the proficiency continuum</p> <p>LCAP funds will be utilized to hire an LDRT to monitor progress of EL students, oversee reclassification, maintain EL files, maintain EL-ILPs, and help facilitate ELAC meetings.</p> <p>Practice Smarter Balance test type questions administered on a regular basis.</p> <p>Implementation of Read 180.</p>	<p>Review pre and post assessment data after each semester.</p> <ul style="list-style-type: none"> Classroom teachers, administration. <p>LDRT in conjunction with the school counselor and administration will monitor CELDT, SRI, and grades to in order to reclassify students on a quarterly basis.</p> <p>Data will be shared among stake holders on a bi-weekly basis during A Mondays.</p> <p>Smarter Balance practice type exam questions, unit tests practiced each quarter.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCAP</p> <p>Title I</p> <p>District Funded</p> <p>8500</p> <p>5000</p> <p>3500</p>	<p>Each quarter pre and post assessments will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p> <p>Smarter Balance practice type exam questions, unit tests practiced each quarter.</p> <p>Some degree of subjective qualitative observation to assess the degree to which learning is progressing.</p> <p>Writing and reading activities to determine the extent of quantifiable growth.</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>Increase the reclassification rate by not lower than 15% each year (based on each site) until all EL students are reclassified</p> <p>Identify and track the progress of foster youth students each quarter. Provide partial credits within three days of leaving the school.</p> <p>Collaborate with CWAS departments and foster youth agencies to identify students that qualify for AB216.</p>					
<p>Graduation/ College/Career Ready:</p> <p>100% of all student will develop a professional job resume</p> <p>100% of all students will complete a Careers course and have the option to participate in paid/unpaid internships</p> <p>Students will be exposed to a wide variety of career opportunities related to their interests</p>	<p>100% of all seniors will prepare a professional job resume.</p> <p>Development of Career Planning curriculum using employer based skill sets and training methods.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction.</p> <p>Continue to develop the building and design pathway program to expand internship and</p>	<p>Professional resumes will be developed in careers classes on an ongoing bases.</p> <p>Bi-weekly pathway meetings held with teachers and administration.</p>		<p>Site Formula Funds 3000</p> <p>5000-5999: Services And LCAP Other Operating Expenditures 10000</p> <p>5000-5999: Services And Title I Other Operating Expenditures 4000</p>	<p>August 2016</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>career opportunities.</p> <p>RCHS will provide students with field trips to various Colleges and universities as well as hold career/college fairs twice per year.</p> <p>RCHS will implement the Building and Design Academy in conjunction with the PUSD Pathways Program</p> <p>Twilight school will be available for students who cannot attend school during the school day.</p> <p>RCHS staff to utilize common planning time for SST’s for students who are struggling and at risk of not graduating high school.</p> <p>RCHS will transition to a quarter system to allow students to earn up to 100 credits in a school year</p> <p>100% of all seniors will prepare a professional job resume.</p> <p>Development of instructional strategies that incorporate EL emphasis in</p>					

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>instruction</p> <p>Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and Reading/Writing Across the Curriculum.</p> <p>Modification of the state curriculum to best meet the needs of all the involved students.</p> <p>ALD classes that includes preparation for the CELDT and SRI</p> <p>A+ computer programs</p> <p>Students will complete a career profile and research five careers through the Naviance website</p>					

Planned Improvements in Student Performance – Target/Goal Page

<p>Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? Resources provided to ensure systems are established and implemented to identify foster youth, enroll them in three days, and transfer all possible high school credits; academic and engagement results for foster youth are comparable for those who are not in foster care.</p>	
<p>Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) X Parent and Community Engagement (LCAP:PI)</p>	<p>X School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) X Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
<p>Parent Engagement:</p> <p>There is a need for increased attendance of parents at a back to school night and open house.</p> <p>There is a need for increased parental involvement by parents at student counselor-teacher parent meetings.</p> <p>Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.</p>	<p>Continued due diligence in written, voice and e-mail communication to encourage visits by parents for meetings.</p> <p>Enhancement of web site to promulgate parent interest and involvement.</p> <p>Students will receive extra credit for attending school functions such as back to school night, open house and family night.</p> <p>Parent friendly approach adopted by faculty and staff.</p> <p>Family nights, award assemblies, fund raisers, essay contests, etc...</p>	<p>SLB president, SLB Coordinator, Administration to review to collect sign in sheets at parent events</p> <p>Counselor and Administration to monitor attendance to functions using sign in sheets.</p> <p>Office manager, CWAS Counselor, Administration</p> <p>Data Clerk to monitor outgoing phone logs daily and make referrals to Child Advocate to make home appointments with families of chronic absent students</p> <p>Administration, Counselor,</p>	<p>5900: Communications LCAP</p> <p>5000-5999: Services And Title I</p> <p>Other Operating Expenditures</p>	<p>5618</p> <p>3400</p>		

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>Establishment of base-line indicators for attendance at back to school night and open house.</p> <p>Provide parents with Parent Portal as a way for them to check grades and attendance of their children online.</p> <p>Automated phone calls to parents when students are absent from school.</p> <p>Coordinate with district community liaison to plan activities and events to increase parent involvement.</p> <p>Develop a Title I Parent Involvement Policy</p>	<p>SLB Coordinator.</p>				
<p>School Safety: Although attendance has improved, the truancy rate (3 or more unexcused absences) is 98 percent.</p> <p>The campus lacks fencing to prevent unauthorized persons from entering the campus and makes it easy for students to leave without permission from</p>	<p>Implement RTI</p> <p>A part time Child Advocate will be hired to make home visits and calls home for students who are habitually truant.</p> <p>Students with drug/health issues will be referred to the onsite Impact classes/counseling after</p>	<p>Registrar, administration will develop appropriate protocol/orientation for new enrollees.</p> <p>Number of STAR referrals throughout the year reviewed by support staff and administration</p> <p>Administration and support staff to monitor SARB</p>	<p>5000-5999: Services And District Funded Other Operating Expenditures</p>	<p>2788</p>	<p>October 2016</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>the school.</p> <p>There is a need to reduce amount of drug use by students on and off campus.</p> <p>There is a need for increased attendance of parents at aback to school night and open house.</p> <p>There is a need for Increased parental involvement by parents at student counselor-teacher parent meetings.</p> <p>Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.</p>	<p>school</p> <p>Continue to have Healthy Start Counselor on site.</p> <p>Students new to RCHS will meet individually with school administration and the counselor upon enrollment to discuss school rules.</p> <p>Behavior contracts upon enrollment for students who are sent to RCHS on disciplinary transfers</p> <p>Students who are truant, in possession of drugs and alcohol, or habitual discipline issues will be referred for informal probation with the onsite probation officer.</p> <p>Weekly collaboration meetings with support staff and school administration aimed at strengthening effectiveness of onsite support programs.</p>	<p>referrals, parent meeting logs, home visit logs</p> <p>Administration, Impact Counselor and Healthy Start Counselors to meet weekly and monitor referrals</p> <p>Registrar, administration will develop appropriate protocol/orientation for new enrollees.</p> <p>Meetings will be held and monitored by school administration</p> <p>School Administration will provide referrals to probation officer. Weekly sign in sheets and agendas are kept with administration</p>				
<p>Graduation/ College/Career Ready:</p> <p>100% of all student will develop a professional job</p>	<p>100% of all seniors will prepare a professional job resume.</p> <p>Development of Career</p>	<p>SST's are collected and reviewed by school administration.</p> <p>Progress will be measured</p>		<p>Site Formula Funds 3000</p> <p>5000-5999: Services And LCAP 10000</p> <p>Other Operating Expenditures</p>	<p>October 2016</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>resume</p> <p>100% of all students will complete a Careers course and have the option to participate in paid/unpaid internships</p> <p>Students will be exposed to a wide variety of career opportunities related to their interests</p>	<p>Planning curriculum using employer based skill sets and training methods.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction.</p> <p>Continue to develop the building and design pathway program to expand internship and career opportunities.</p> <p>RCHS will provide students with field trips to various Colleges and universities as well as hold career/college fairs twice per year.</p> <p>RCHS will implement the Building and Design Academy in conjunction with the PUSD Pathways Program</p> <p>Twilight school will be available for students who cannot attend school during the school day.</p> <p>RCHS staff to utilize common planning time for SST's for students who are struggling and at risk of not graduating high school.</p>	<p>during Bi-weekly collaboration sessions of CTE teachers, teachers, administration, and pathway coordinator.</p> <p>Counselor to schedule field trips and career fairs.</p> <p>RCHS will provide students with field trips to Students to various Colleges and universities as well as hold career/college fairs twice per year.</p> <p>Professional resumes will be developed in careers classes on an ongoing bases.</p> <p>Bi-weekly pathway meetings held with teachers and administration.</p>	<p>5000-5999: Services And Title I Other Operating Expenditures</p>	<p>4000</p>		

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p> RCHS will transition to a quarter system to allow students to earn up to 100 credits in a school year 100% of all seniors will prepare a professional job resume. Development of instructional strategies that incorporate EL emphasis in instruction Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and Reading/Writing Across the Curriculum. Modification of the state curriculum to best meet the needs of all the involved students. ALD classes that includes preparation for the CELDT and SRI A+ computer programs Students will complete a career profile and research five careers through the Naviance website </p>					

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>

Planned Improvements in Student Performance – Target/Goal Page

Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? Attract, train, and retain quality personnel through investing in humans capital, training with regards to the needs of subgroups and new educational	
Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)	X School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) X Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
School Safety: Although attendance has improved, the truancy rate (3 or more unexcused absences) is 98 percent. There is a need to reduce amount of drug use by students on and off campus. There is a need for increased attendance of parents at aback to school night and open house. There is a need for increased parental involvement by parents at	Implement RTI A part time Child Advocate will be hired to make home visits and calls home for students who are habitually truant. Students with drug/health issues will be referred to the onsite Impact classes/counseling after school Continue to have Healthy Start Counselor on site. Students new to RCHS will meet individually with school administration and	Registrar, administration will develop appropriate protocol/orientation for new enrollees. Number of STAR referrals throughout the year reviewed by support staff and administration Administration and support staff to monitor SARB referrals, parent meeting logs, home visit logs Administration, Impact Counselor and Healthy Start Counselors to meet weekly and monitor referrals	5000-5999: Services And Other Operating Expenditures	District Funded 2788	October 2016	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>student counselor-teacher parent meetings.</p> <p>Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.</p>	<p>the counselor upon enrollment to discuss school rules.</p> <p>Behavior contracts upon enrollment for students who are sent to RCHS on disciplinary transfers</p> <p>Students who are truant, in possession of drugs and alcohol, or habitual discipline issues will be referred for informal probation with the onsite probation officer.</p> <p>Weekly collaboration meetings with support staff and school administration aimed at strengthening effectiveness of onsite support programs.</p>	<p>Registrar, administration will develop appropriate protocol/orientation for new enrollees.</p> <p>Meetings will be held and monitored by school administration</p> <p>School Administration will provide referrals to probation officer.</p> <p>Weekly sign in sheets and agendas are kept with administration</p>				
<p>Graduation/ College/Career Ready:</p> <p>100% of all student will develop a professional job resume</p> <p>100% of all students will complete a Careers course and have the option to participate in paid/unpaid internships</p> <p>Students will be exposed to</p>	<p>100% of all seniors will prepare a professional job resume.</p> <p>Development of Career Planning curriculum using employer based skill sets and training methods.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction.</p>	<p>SST’s are collected and reviewed by school administration.</p> <p>Progress will be measured during Bi-weekly collaboration sessions of CTE teachers, teachers, administration, and pathway coordinator.</p> <p>Counselor to schedule field trips and career fairs.</p>		<p>5000-5999: Services And LCAP Other Operating Expenditures 10000</p> <p>District Funded 3000</p> <p>5000-5999: Services And Title I Other Operating Expenditures 4000</p>	<p>October 2016</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>a wide variety of career opportunities related to their interests</p>	<p>Continue to develop the building and design pathway program to expand internship and career opportunities.</p> <p>RCHS will provide students with field trips to various Colleges and universities as well as hold career/college fairs twice per year.</p> <p>RCHS will implement the Building and Design Academy in conjunction with the PUSD Pathways Program</p> <p>Twilight school will be available for students who cannot attend school during the school day.</p> <p>RCHS staff to utilize common planning time for SST’s for students who are struggling and at risk of not graduating high school.</p> <p>RCHS will transition to a quarter system to allow students to earn up to 100 credits in a school year</p> <p>100% of all seniors will prepare a professional job resume.</p>	<p>RCHS will provide students with field trips to Students to various Colleges and universities as well as hold career/college fairs twice per year.</p> <p>Professional resumes will be developed in careers classes on an ongoing bases.</p> <p>Bi-weekly pathway meetings held with teachers and administration.</p>				

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>Development of instructional strategies that incorporate EL emphasis in instruction</p> <p>Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and Reading/Writing Across the Curriculum.</p> <p>Modification of the state curriculum to best meet the needs of all the involved students.</p> <p>ALD classes that includes preparation for the CELDT and SRI</p> <p>A+ computer programs</p> <p>Students will complete a career profile and research five careers through the Naviance website</p>					

Planned Improvements in Student Performance – Target/Goal Page

Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???	
Students will be in school everyday in an environment that is safe, caring, and conducive to learning.	
Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) X Parent and Community Engagement (LCAP:PI)	X School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) X Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
Parent Engagement: There is a need for increased attendance of parents at a back to school night and open house. There is a need for increased parental involvement by parents at student counselor-teacher parent meetings. Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.	Continued due diligence in written, voice and e-mail communication to encourage visits by parents for meetings. Enhancement of web site to promulgate parent interest and involvement. Students will receive extra credit for attending school functions such as back to school night, open house and family night. Parent friendly approach adopted by faculty and staff. family nights, award	SLB president, SLB Coordinator, Administration to review to collect sign in sheets at parent events Counselor and Administration to monitor attendance to functions using sign in sheets. Office manager, CWAS Counselor, Administration Data Clerk to monitor outgoing phone logs daily and make referrals to Child Advocate to make home appointments with families of chronic absent students	5000-5999: Services And Other Operating Expenditures 5900: Communications Title I	LCAP 5618 3400		

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>assemblies, fund raisers, essay contests, etc...</p> <p>Establishment of base-line indicators for attendance at back to school night and open house.</p> <p>Provide parents with Parent Portal as a way for them to check grades and attendance of their children online.</p> <p>Automated phone calls to parents when students are absent from school.</p> <p>Coordinate with district community liaison to plan activities and events to increase parent involvement.</p> <p>Develop Title I Parent Involvement Policy</p>	<p>Administration, Counselor, SLB Coordinator.</p>				
<p>School Safety: Although attendance has improved, the truancy rate (3 or more unexcused absences) is 98 percent.</p> <p>The campus lacks fencing to prevent unauthorized persons from entering the campus and makes it easy for students to leave</p>	<p>Implement RTI</p> <p>A part time Child Advocate will be hired to make home visits and calls home for students who are habitually truant.</p> <p>Students with drug/health issues will be referred to the onsite Impact</p>	<p>Registrar, administration will develop appropriate protocol/orientation for new enrollees.</p> <p>Number of STAR referrals throughout the year reviewed by support staff and administration</p> <p>Administration and support</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>District Funded 2788</p>	<p>October 2016</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>without permission from the school.</p> <p>There is a need to reduce amount of drug use by students on and off campus.</p> <p>There is a need for increased attendance of parents at aback to school night and open house.</p> <p>There is a need for Increased parental involvement by parents at student counselor-teacher parent meetings.</p> <p>Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.</p>	<p>classes/counseling after school</p> <p>Continue to have Healthy Start Counselor on site.</p> <p>Students new to RCHS will meet individually with school administration and the counselor upon enrollment to discuss school rules.</p> <p>Behavior contracts upon enrollment for students who are sent to RCHS on disciplinary transfers</p> <p>Students who are truant, in possession of drugs and alcohol, or habitual discipline issues will be referred for informal probation with the onsite probation officer.</p> <p>Weekly collaboration meetings with support staff and school administration aimed at strengthening effectiveness of onsite support programs.</p>	<p>staff to monitor SARB referrals, parent meeting logs, home visit logs</p> <p>Administration, Impact Counselor and Healthy Start Counselors to meet weekly and monitor referrals</p> <p>Registrar, administration will develop appropriate protocol/orientation for new enrollees.</p> <p>Meetings will be held and monitored by school administration</p> <p>School Administration will provide referrals to probation officer. Weekly sign in sheets and agendas are kept with administration</p>				
<p>Graduation/ College/Career Ready:</p> <p>100% of all student will develop a professional job</p>	<p>100% of all seniors will prepare a professional job resume.</p> <p>Development of Career</p>	<p>SST's are collected and reviewed by school administration.</p> <p>Progress will be measured</p>		<p>District Funded 3000</p> <p>5000-5999: Services And LCAP 10000</p> <p>Other Operating Expenditures</p>	<p>October 2016</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>resume</p> <p>100% of all students will complete a Careers course and have the option to participate in paid/unpaid internships</p> <p>Students will be exposed to a wide variety of career opportunities related to their interests</p>	<p>Planning curriculum using employer based skill sets and training methods.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction.</p> <p>Continue to develop the building and design pathway program to expand internship and career opportunities.</p> <p>RCHS will provide students with field trips to various Colleges and universities as well as hold career/college fairs twice per year.</p> <p>RCHS will implement the Building and Design Academy in conjunction with the PUSD Pathways Program</p> <p>Twilight school will be available for students who cannot attend school during the school day.</p> <p>RCHS staff to utilize common planning time for SST's for students who are struggling and at risk of not graduating high school.</p>	<p>during Bi-weekly collaboration sessions of CTE teachers, teachers, administration, and pathway coordinator.</p> <p>Counselor to schedule field trips and career fairs.</p> <p>RCHS will provide students with field trips to Students to various Colleges and universities as well as hold career/college fairs twice per year.</p> <p>Professional resumes will be developed in careers classes on an ongoing bases.</p> <p>Bi-weekly pathway meetings held with teachers and administration.</p>	<p>5000-5999: Services And Title I Other Operating Expenditures</p>	<p>4000</p>		

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p> RCHS will transition to a quarter system to allow students to earn up to 100 credits in a school year 100% of all seniors will prepare a professional job resume. Development of instructional strategies that incorporate EL emphasis in instruction Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and Reading/Writing Across the Curriculum. Modification of the state curriculum to best meet the needs of all the involved students. ALD classes that includes preparation for the CELDT and SRI A+ computer programs Students will complete a career profile and research five careers through the Naviance website </p>					

Planned Improvements in Student Performance – Target/Goal Page

<p>Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? Promote a welcoming and inclusive environment for all stakeholders and ensure all parents and guardians have the opportunity to acquire the knowledge, information, and skills needed to support their children's success in school.</p>	
<p>Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) X Parent and Community Engagement (LCAP:PI)</p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): XScience, Social Studies/History, VAPA, Technology, Special Education,</p>

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
<p>Parent Engagement:</p> <p>There is a need for increased attendance of parents at a back to school night and open house.</p> <p>There is a need for increased parental involvement by parents at student counselor-teacher parent meetings.</p> <p>Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.</p>	<p>Continued due diligence in written, voice and e-mail communication to encourage visits by parents for meetings.</p> <p>Enhancement of web site to promulgate parent interest and involvement.</p> <p>Students will receive extra credit for attending school functions such as back to school night, open house and family night.</p> <p>Parent friendly approach adopted by faculty and staff. family nights, award assemblies, fund raisers, essay contests, etc...</p>	<p>SLB president, SLB Coordinator, Administration to review to collect sign in sheets at parent events</p> <p>Counselor and Administration to monitor attendance to functions using sign in sheets.</p> <p>Office manager, CWAS Counselor, Administration</p> <p>Data Clerk to monitor outgoing phone logs daily and make referrals to Child Advocate to make home appointments with families of chronic absent students</p> <p>Administration, Counselor,</p>	<p>5900: Communications Title I</p> <p>5000-5999: Services And LCAP</p> <p>Other Operating Expenditures</p>	<p>3400</p> <p>5618</p>		

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>Establishment of base-line indicators for attendance at back to school night and open house.</p> <p>Provide parents with Parent Portal as a way for them to check grades and attendance of their children online.</p> <p>Automated phone calls to parents when students are absent from school.</p> <p>Coordinate with district community liaison to plan activities and events to increase parent involvement.</p> <p>Develop Title I Parent Involvement Policy</p>	<p>SLB Coordinator.</p>				

Planned Improvements in Student Performance – Target/Goal Page

Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? Develop and implement effective, transparent, efficient, processes and systems that result in responsive and efficient services to the school sites.	
Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) X Parent and Community Engagement (LCAP:PI)	X School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) X Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
Parent Engagement: There is a need for increased attendance of parents at a back to school night and open house. There is a need for increased parental involvement by parents at student counselor-teacher parent meetings. Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.	Continued due diligence in written, voice and e-mail communication to encourage visits by parents for meetings. Enhancement of web site to promulgate parent interest and involvement. Students will receive extra credit for attending school functions such as back to school night, open house and family night. Parent friendly approach adopted by faculty and staff. family nights, award assemblies, fund raisers, essay contests, etc...	SLB president, SLB Coordinator, Administration to review to collect sign in sheets at parent events Counselor and Administration to monitor attendance to functions using sign in sheets. Office manager, CWAS Counselor, Administration Data Clerk to monitor outgoing phone logs daily and make referrals to Child Advocate to make home appointments with families of chronic absent students Administration, Counselor, SLB Coordinator.	5900: Communications LCAP 5000-5999: Services And Title I Other Operating Expenditures	5618 3400		

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>Establishment of base-line indicators for attendance at back to school night and open house.</p> <p>Provide parents with Parent Portal as a way for them to check grades and attendance of their children online.</p> <p>Automated phone calls to parents when students are absent from school.</p> <p>Coordinate with district community liaison to plan activities and events to increase parent involvement.</p>					
<p>School Safety:</p> <p>Although attendance has improved, the truancy rate (3 or more unexcused absences) is 98 percent.</p> <p>The campus lacks fencing to prevent unauthorized persons from entering the campus and makes it easy for students to leave without permission from the school.</p> <p>There is a need to reduce amount of drug use by students on and off</p>	<p>Implement RTI</p> <p>A part time Child Advocate will be hired to make home visits and calls home for students who are habitually truant.</p> <p>Students with drug/health issues will be referred to the onsite Impact classes/counseling after school</p> <p>Continue to have Healthy Start Counselor on site.</p>	<p>Registrar, administration will develop appropriate protocol/orientation for new enrollees.</p> <p>Number of STAR referrals throughout the year reviewed by support staff and administration</p> <p>Administration and support staff to monitor SARB referrals, parent meeting logs, home visit logs</p> <p>Administration, Impact Counselor and Healthy</p>	<p>5000-5999: Services And District Funded Other Operating Expenditures</p>	<p>2788</p>	<p>October 2016</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>campus.</p> <p>There is a need for increased attendance of parents at aback to school night and open house.</p> <p>There is a need for Increased parental involvement by parents at student counselor-teacher parent meetings.</p> <p>Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.</p>	<p>Students new to RCHS will meet individually with school administration and the counselor upon enrollment to discuss school rules.</p> <p>Behavior contracts upon enrollment for students who are sent to RCHS on disciplinary transfers</p> <p>Students who are truant, in possession of drugs and alcohol, or habitual discipline issues will be referred for informal probation with the onsite probation officer.</p> <p>Weekly collaboration meetings with support staff and school administration aimed at strengthening effectiveness of onsite support programs.</p>	<p>Start Counselors to meet weekly and monitor referrals</p> <p>Registrar, administration will develop appropriate protocol/orientation for new enrollees.</p> <p>Meetings will be held and monitored by school administration</p> <p>School Administration will provide referrals to probation officer.</p> <p>Weekly sign in sheets and agendas are kept with administration</p>				
<p>Graduation/ College/Career Ready:</p> <p>100% of all student will develop a professional job resume</p> <p>100% of all students will complete a Careers course and have the option to participate in paid/unpaid</p>	<p>100% of all seniors will prepare a professional job resume.</p> <p>Development of Career Planning curriculum using employer based skill sets and training methods.</p> <p>Development of instructional strategies that</p>	<p>SST's are collected and reviewed by school administration.</p> <p>Progress will be measured during Bi-weekly collaboration sessions of CTE teachers, teachers, administration, and pathway coordinator.</p>		<p>District Funded 3000</p> <p>5000-5999: Services And LCAP Other Operating Expenditures 10000</p> <p>5000-5999: Services And Title I Other Operating Expenditures 4000</p>	<p>October 2016</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>internships</p> <p>Students will be exposed to a wide variety of career opportunities related to their interests</p>	<p>incorporate EL emphasis in instruction.</p> <p>Continue to develop the building and design pathway program to expand internship and career opportunities.</p> <p>RCHS will provide students with field trips to various Colleges and universities as well as hold career/college fairs twice per year.</p> <p>RCHS will implement the Building and Design Academy in conjunction with the PUSD Pathways Program</p> <p>Twilight school will be available for students who cannot attend school during the school day.</p> <p>RCHS staff to utilize common planning time for SST’s for students who are struggling and at risk of not graduating high school.</p> <p>RCHS will transition to a quarter system to allow students to earn up to 100 credits in a school year</p>	<p>Counselor to schedule field trips and career fairs.</p> <p>RCHS will provide students with field trips to Students to various Colleges and universities as well as hold career/college fairs twice per year.</p> <p>Professional resumes will be developed in careers classes on an ongoing bases.</p> <p>Bi-weekly pathway meetings held with teachers and administration.</p>				

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>100% of all seniors will prepare a professional job resume.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction</p> <p>Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and Reading/Writing Across the Curriculum.</p> <p>Modification of the state curriculum to best meet the needs of all the involved students.</p> <p>ALD classes that includes preparation for the CELDT and SRI</p> <p>A+ computer programs</p> <p>Students will complete a career profile and research five careers through the Naviance website</p>					

Planned Improvements in Student Performance – Target/Goal Page

<p>Target : <i>(insert annual target/goal)</i> Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? All schools and facilities will be maintained and in good repair with annual increase towards a 21st century infrastructure.</p>	
<p>Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)</p>	<p>X School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) X Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
<p>School Safety: Although attendance has improved, the truancy rate (3 or more unexcused absences) is 98 percent.</p> <p>The campus lacks fencing to prevent unauthorized persons from entering the campus and makes it easy for students to leave without permission from the school.</p> <p>There is a need to reduce amount of drug use by students on and off campus.</p> <p>There is a need for increased attendance of parents at a back to school night and open house.</p>	<p>Implement RTI</p> <p>A part time Child Advocate will be hired to make home visits and calls home for students who are habitually truant.</p> <p>Students with drug/health issues will be referred to the onsite Impact classes/counseling after school</p> <p>Continue to have Healthy Start Counselor on site.</p> <p>Students new to RCHS will meet individually with school administration and the counselor upon enrollment to discuss school rules.</p>	<p>Registrar, administration will develop appropriate protocol/orientation for new enrollees.</p> <p>Number of STAR referrals throughout the year reviewed by support staff and administration</p> <p>Administration and support staff to monitor SARB referrals, parent meeting logs, home visit logs</p> <p>Administration, Impact Counselor and Healthy Start Counselors to meet weekly and monitor referrals</p> <p>Registrar, administration will develop appropriate</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>District Funded 2788</p>	<p>October 2016</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>There is a need for Increased parental involvement by parents at student counselor-teacher parent meetings.</p> <p>Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.</p>	<p>Behavior contracts upon enrollment for students who are sent to RCHS on disciplinary transfers</p> <p>Students who are truant, in possession of drugs and alcohol, or habitual discipline issues will be referred for informal probation with the onsite probation officer.</p> <p>Weekly collaboration meetings with support staff and school administration aimed at strengthening effectiveness of onsite support programs.</p>	<p>protocol/orientation for new enrollees.</p> <p>Meetings will be held and monitored by school administration</p> <p>School Administration will provide referrals to probation officer.</p> <p>Weekly sign in sheets and agendas are kept with administration</p>				
<p>Graduation/ College/Career Ready:</p> <p>100% of all student will develop a professional job resume</p> <p>100% of all students will complete a Careers course and have the option to participate in paid/unpaid internships</p> <p>Students will be exposed to a wide variety of career opportunities related to their interests</p>	<p>100% of all seniors will prepare a professional job resume.</p> <p>Development of Career Planning curriculum using employer based skill sets and training methods.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction.</p> <p>Continue to develop the building and design pathway program to</p>	<p>SST's are collected and reviewed by school administration.</p> <p>Progress will be measured during Bi-weekly collaboration sessions of CTE teachers, teachers, administration, and pathway coordinator.</p> <p>Counselor to schedule field trips and career fairs.</p> <p>RCHS will provide students with field trips to Students to various Colleges and</p>		<p>5000-5999: Services And LCAP Other Operating Expenditures 10000</p> <p>5000-5999: Services And Title I Other Operating Expenditures 4000</p> <p>District Funded 3000</p>	<p>October 2016</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>expand internship and career opportunities.</p> <p>RCHS will provide students with field trips to various Colleges and universities as well as hold career/college fairs twice per year.</p> <p>RCHS will implement the Building and Design Academy in conjunction with the PUSD Pathways Program</p> <p>Twilight school will be available for students who cannot attend school during the school day.</p> <p>RCHS staff to utilize common planning time for SST’s for students who are struggling and at risk of not graduating high school.</p> <p>RCHS will transition to a quarter system to allow students to earn up to 100 credits in a school year</p> <p>100% of all seniors will prepare a professional job resume.</p> <p>Development of instructional strategies that</p>	<p>universities as well as hold career/college fairs twice per year.</p> <p>Professional resumes will be developed in careers classes on an ongoing bases.</p> <p>Bi-weekly pathway meetings held with teachers and administration.</p>				

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>incorporate EL emphasis in instruction</p> <p>Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and Reading/Writing Across the Curriculum.</p> <p>Modification of the state curriculum to best meet the needs of all the involved students.</p> <p>ALD classes that includes preparation for the CELDT and SRI</p> <p>A+ computer programs</p> <p>Students will complete a career profile and research five careers through the Naviance website</p>					

Planned Improvements in Student Performance – Target/Goal Page

<p>Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? The rate of reclassification for ELs will increase by 5% annually.</p>	
<p>Area of Focus: X Math (LCAP: SA, CA, OSO, CCSS) X English Language Arts (LCAP: SA, CA, OSO, CCSS) X Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) X Parent and Community Engagement (LCAP:PI)</p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) X Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, XTechnology, Special Education,</p>

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
<p>Math State, district, and classroom assessments reveal that the majority of students entering RCHS lack the basic math skills that are necessary to achieve mastery in high school mathematics courses.</p> <p>A higher percentage of students fail mathematics courses than other core classes at RCHS.</p>	<p>Implement Common Core Standards and Project-Based Learning in Math courses.</p> <p>Implement the Blended learning mode of instruction in all mathematics courses, utilizing Haiku and websites that build math skills.</p> <p>Math content will be delivered over the course of two quarters in order to provide intensive academic support and review in math courses.</p> <p>Utilize pre and post assessments at the beginning of each course to measure understanding</p>	<p>Review pre and post assessment data after each semester.</p> <ul style="list-style-type: none"> • Classroom teachers, administration. <p>Teachers will submit names of students who are at risk of failing their class on a quarterly basis. Letters will be mailed home quarterly</p> <p>Administration will monitor number of referrals each quarter.</p> <p>Utilization of Haiku and blended learning will be verified through daily walkthroughs, formal observations, and informal observations.</p> <p>A Monday Agendas will</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I 9000</p> <p>LCAP 9500</p> <p>District Funded 5500</p>	<p>Each quarter pre and post assessments will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p> <p>Blended Learning will be implemented on an ongoing basis.</p> <p>Tutoring available each school day beginning 8/14/2015.</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>and mastery and identify focus areas.</p> <p>Tutoring offered daily before and after the instructional day. Letters will be mailed to the homes of students who were at risk of failing classes on a quarterly basis.</p> <p>Teachers will be given a common prep period to allow for continual collaboration on cross curricular projects.</p> <p>RISE computer lab will be staffed with a credentialed Math and Science teacher.</p> <p>Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and Reading/Writing Across the Curriculum</p> <p>A Mondays will be utilized to develop curricular and cross curricular projects that are aligned to Common Core Standards.</p>	<p>verify continued training in blended learning.</p>				
<p>English: State, district, and classroom assessments reveal that the majority of</p>	<p>Implement Common Core Standards and Project-Based Learning in English courses.</p>	<p>Review pre and post assessment data after each semester.</p> <ul style="list-style-type: none"> Classroom teachers, 	<p>4000-4999: Books And Supplies</p>	<p>District Funded 2500</p> <p>LCAP 9000</p>	<p>Each quarter pre and post assessments will be carefully</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>students entering RCHS read and write below grade level.</p>	<p>The use of Haiku and Chrome books will be implemented in English courses</p> <p>A Mondays will be utilized to develop curricular and cross curricular projects that are aligned to Common Core Standards.</p> <p>Utilize pre and post assessments at the beginning of each course to measure content mastery and identify focus areas.</p> <p>Teachers will be given a common prep period to allow for continual collaboration on cross curricular projects.</p> <p>Double-blocks of ELD and English courses.</p> <p>Tutoring offered daily during the instructional day.</p> <p>Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and Reading/Writing Across the Curriculum</p> <p>A Mondays will be utilized</p>	<p>administration.</p> <p>Teachers will submit names of students who are at risk of failing their class on a quarterly basis. Letters will be mailed home quarterly</p> <p>Administration will monitor number of referrals each quarter.</p> <p>Utilization of Haiku and blended learning will be verified through daily walkthroughs, formal observations, and informal observations.</p> <p>A Monday Agendas will verify continued training in blended learning and development of projects.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>5000</p>	<p>analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p> <p>Blended Learning will be implemented on an ongoing basis.</p> <p>Tutoring available each school day beginning August 14, 2015.</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>to develop curricular and cross curricular projects that are aligned to Common Core Standards.</p>					
<p>Closing The GAP:</p> <p>Approximately 33% of the RCHS population are English Learners and require intensive academic support.</p> <p>English Learners at RCHS are typically Long Term English Learners and have demonstrate little growth in English Proficiency.</p> <p>Foster Youth Students:</p>	<p>Utilize pre and post assessments at the beginning of each course to measure understanding and mastery and identify focus areas.</p> <p>EL classes to utilize 3D and Read 180.</p> <p>Tutoring will be available to all students on a daily basis.</p> <p>Each EL will increase their proficiency level each year along the proficiency continuum</p> <p>LCAP funds will be utilized to hire an LDRT to monitor progress of EL students, oversee reclassification, maintain EL files, maintain EL-ILPs, and help facilitate ELAC meetings.</p> <p>Practice Smarter Balance test type questions administered on a regular basis.</p> <p>Implementation of Read 180.</p>	<p>Review pre and post assessment data after each semester.</p> <ul style="list-style-type: none"> Classroom teachers, administration. <p>LDRT in conjunction with the school counselor and administration will monitor CELDT, SRI, and grades to in order to reclassify students on a quarterly basis.</p> <p>Data will be shared among stake holders on a bi-weekly basis during A Mondays.</p> <p>Smarter Balance practice type exam questions, unit tests practiced each quarter.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>District Funded 3500</p> <p>LCAP 8500</p> <p>Title I 5000</p>	<p>Each quarter pre and post assessments will be carefully analyzed for trends as to understanding and mastery and modalities will be adjusted accordingly.</p> <p>Smarter Balance practice type exam questions, unit tests practiced each quarter.</p> <p>Some degree of subjective qualitative observation to assess the degree to which learning is progressing.</p> <p>Writing and reading activities to determine the extent of quantifiable growth.</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>Increase the reclassification rate by not lower than 15% each year (based on each site) until all EL students are reclassified</p> <p>Identify and track the progress of foster youth students each quarter. Provide partial credits within three days of leaving the school.</p> <p>Collaborate with CWAS departments and foster youth agencies to identify students that qualify for AB216.</p>					
<p>Parent Engagement:</p> <p>There is a need for increased attendance of parents at a back to school night and open house.</p> <p>There is a need for increased parental involvement by parents at student counselor-teacher parent meetings.</p> <p>Increase in parent involvement in senior student relevant activities: college night, financial aid workshops.</p>	<p>Continued due diligence in written, voice and e-mail communication to encourage visits by parents for meetings.</p> <p>Enhancement of web site to promulgate parent interest and involvement.</p> <p>Students will receive extra credit for attending school functions such as back to school night, open house and family night.</p> <p>Parent friendly approach adopted by faculty and</p>	<p>SLB president, SLB Coordinator, Administration to review to collect sign in sheets at parent events</p> <p>Counselor and Administration to monitor attendance to functions using sign in sheets.</p> <p>Office manager, CWAS Counselor, Administration</p> <p>Data Clerk to monitor outgoing phone logs daily and make referrals to Child Advocate to make home</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5900: Communications</p>	<p>Title I Part A: Parent Involvement</p> <p>LCAP</p> <p>3400</p> <p>5618</p>		

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>staff. family nights, award assemblies, fund raisers, essay contests, etc...</p> <p>Establishment of base-line indicators for attendance at back to school night and open house.</p> <p>Provide parents with Parent Portal as a way for them to check grades and attendance of their children online.</p> <p>Automated phone calls to parents when students are absent from school.</p> <p>Coordinate with district community liaison to plan activities and events to increase parent involvement.</p>	<p>appointments with families of chronic absent students</p> <p>Administration, Counselor, SLB Coordinator.</p>				
<p>Graduation/ College/Career Ready:</p> <p>100% of all student will develop a professional job resume</p> <p>100% of all students will complete a Careers course and have the option to participate in paid/unpaid internships</p>	<p>100% of all seniors will prepare a professional job resume.</p> <p>Development of Career Planning curriculum using employer based skill sets and training methods.</p> <p>Development of instructional strategies that incorporate EL emphasis in</p>	<p>SST's are collected and reviewed by school administration.</p> <p>Progress will be measured during Bi-weekly collaboration sessions of CTE teachers, teachers, administration, and pathway coordinator.</p> <p>Counselor to schedule field</p>		<p>District Funded 3000</p> <p>5000-5999: Services And LCAP Other Operating Expenditures 10000</p> <p>5000-5999: Services And Title I Other Operating Expenditures 4000</p>	<p>October 2016</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>Students will be exposed to a wide variety of career opportunities related to their interests</p>	<p>instruction.</p> <p>Continue to develop the building and design pathway program to expand internship and career opportunities.</p> <p>RCHS will provide students with field trips to various Colleges and universities as well as hold career/college fairs twice per year.</p> <p>RCHS will implement the Building and Design Academy in conjunction with the PUSD Pathways Program</p> <p>Twilight school will be available for students who cannot attend school during the school day.</p> <p>RCHS staff to utilize common planning time for SST's for students who are struggling and at risk of not graduating high school.</p> <p>RCHS will transition to a quarter system to allow students to earn up to 100 credits in a school year</p> <p>100% of all seniors will</p>	<p>trips and career fairs.</p> <p>RCHS will provide students with field trips to Students to various Colleges and universities as well as hold career/college fairs twice per year.</p> <p>Professional resumes will be developed in careers classes on an ongoing bases.</p> <p>Bi-weekly pathway meetings held with teachers and administration.</p>				

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>prepare a professional job resume.</p> <p>Development of instructional strategies that incorporate EL emphasis in instruction</p> <p>Use of Thinking Maps, Pair Share, Choral Response, Project Based Learning, and Reading/Writing Across the Curriculum.</p> <p>Modification of the state curriculum to best meet the needs of all the involved students.</p> <p>ALD classes that includes preparation for the CELDT and SRI</p> <p>A+ computer programs</p> <p>Students will complete a career profile and research five careers through the Naviance website</p>					

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
District Funded	17288	-55,652.00
Title I	26400	-99,200.00
LCAP	42618	-264,472.00
Other	563	563.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	72,940.00
LCAP	307,090.00
Site Formula Funds	6,000.00
Title I	125,600.00
Title I Part A: Parent Involvement	3,400.00
Unrestricted	8,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	24,500.00
1000-1999: Certificated Personnel Salaries	20,000.00
4000-4999: Books And Supplies	153,000.00
5000-5999: Services And Other Operating Expenditures	241,376.00
5900: Communications	23,654.00
None Specified	9,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	33,000.00
	District Funded	15,000.00
5000-5999: Services And Other Operating	District Funded	24,940.00
	LCAP	9,500.00
	LCAP	9,500.00
4000-4999: Books And Supplies	LCAP	117,000.00
5000-5999: Services And Other Operating	LCAP	144,736.00
5900: Communications	LCAP	16,854.00
None Specified	LCAP	9,500.00
	Site Formula Funds	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	20,000.00
4000-4999: Books And Supplies	Title I	36,000.00
5000-5999: Services And Other Operating	Title I	62,800.00
5900: Communications	Title I	6,800.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	3,400.00
	Unrestricted	2,500.00
5000-5999: Services And Other Operating	Unrestricted	5,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	155,500.00
Goal 2	74,500.00
Goal 3	74,500.00
Goal 4	28,806.00
Goal 5	19,788.00
Goal 6	28,806.00
Goal 7	9,018.00

**Restricted Funding Personnel
2016-2017**

Personnel	Funding	General Duty and SPSA support

**Centralized Services
Provided by Student Support Programs**

School Site Council Membership

Education Code Section 64001(g) requires that the SAP/SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name of Members	Officer Position (President, Secretary, etc.)	Year of Term (1st, 2nd, etc.)	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jack Loos		4th	X				
Brian Stanley		8th			X		
Michael Mcneely	President	2nd		X			
Camille Pierce		5th					
Epifanio Cruz	Vice Chairperson	5th		X			
Mahrokh Afshar		5th			X		
Bertha Benitez	Secretary	6th			X		
Adriana Lopez		4th		X			
Amanda Almanzan		1st					X
Numbers of members of each category:			1	3	3		1

For elementary schools there should be parity between the number of staff on the site council and the number of parents/community members. For secondary schools, staff should make up one half of the council, students should make up one fourth and parents/community should make up one fourth.

The minimum number of SSC members for elementary is 10 and for secondary is 12.

For any SSC, teachers should make up the majority of staff members on the SSC.

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

X	English Learner Advisory Committee	_____
		Signature
	African American Parent Council	_____
		Signature
	Community Advisory Committee for Special Education Programs	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	Other committees established by the school or district (list):	_____
		Signature

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: 5/14/2015

The English Learner Advisory Committee had the opportunity to provide input and advice on the development of this school plan specifically as it relates to EL students:

_____	_____	_____
Signature of ELAC chairperson	Signature of ELAC committee member	Meeting Date

Attested:

Jack Loos		
_____	_____	_____
Typed Name of School Principal	Signature of School Principal	Date

Michael McNeely		
_____	_____	_____
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Appendices

**Pasadena Unified School District
Program Improvement Schools ONLY**

School Program Improvement (PI) Activities Plan 2015-2016

Per ESEA Section 1116, LEAS must report school level PI activities related to Title I Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

Site completes ONLY sections relevant to their PI level, and ONLY sections in which they have related actions/activities (e.g., PI 4 school might only have information in section 1, sections 7, 8, or 9, and section 10). Rather than leave a section blank, please mark unused sections with "N/A".

	Information	WHO	WHAT
1	PI Year	All PI Levels	
2	Decrease management authority (eg., District provides increase administrative oversight over decisions made previously at site level)	PI 3	
3	Replace school staff relevant to the failure of making AYP (eg., specific grade levels of content areas that are not meeting targets)	PI 3	
4	Implement a new curriculum, including appropriate professional development	PI 3	
5	Extend school year or day	PI 3	
6	Appoint or contract with outside expert to advise the school on making AYP based on its school plan	PI 3	
7	Restructure or plan to restructure the internal organization	PI 3-5	
8	Plan to or open school as a public charter school	PI 4-5	
9	Plan to or did replace all or most of school staff (eg., broader action taken to change staff at the site)	PI 4-5	
10	Description of internal organizational improvements/restructuring activities planned based on data	PI All levels	

School Accountability Report Card
Insert the latest, always a year behind.

Site Level Parent Involvement Policy

All schools will address actions to promote parent involvement/engagement. School sites must work with parents through committee to develop and review site level policy based on the criterion provided.

This must be reviewed annually and updated to reflect current practice

Site Level School/Parent Compact

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Rose City High School	Principal: Jack Loos
School Number:	Counselor:
Date Completed:	Principal Signature:

Goal: Increase the percentage of students attending at 96% or higher.

2014-2015 Current ADA Percentage	2015-2016 ADA Short Term Goal	2016-2017 ADA Long Term Goal

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success

GOAL 2: TEACHING ATTENDANCE

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success

GOAL 3: PREVENTION & INTERVENTION

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success



Pasadena Unified School District
Instructional Services
 GIFTED AND TALENTED EDUCATION

GATE Principal's Checklist

The grey portions detail State requirements of school districts for GATE programs. The white portions that follow are ways that the District expects the schools to implement the state requirements in the grey. Please review this revised Checklist that is now aligned with the current District GATE Plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the School GATE program in alignment with the District GATE Plan.

Rubric

- 1 = This is an established practice that has been in place since before the current school year.
- 2 = This practice is being implemented for the first time during the current school year.
- 3 = This practice is being developed now to be implemented during the upcoming school year.

Section 1: Program Design

- 1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.
- 1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.
- 1:3 The program is articulated with the general education programs.

Does the school administrative leadership team have access to and review the LEA GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?			
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?			
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?			
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?			
Are GATE services provided to students during the regular instructional school day?			
Are all parents informed of the schedule of the GATE Parent Leadership meetings?			
Are all parents informed of the GATE Parent Education Workshops offered by the District?			
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately			

Section 1: Program Design

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.

1:3 The program is articulated with the general education programs.

counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?			
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Section 2: Identification

2:1 The nomination/referral process is ongoing.

2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-11 be evaluated for GATE identification? Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-11 be evaluated for GATE identification?			
Is there a plan to articulate the plan above to parents and teachers on an annual basis?			
Does the plan inform parents and teachers of the GATE referral window of September – December?			
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of November – January?			
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2nd grade teachers?			

Section 3: Curriculum and Instruction

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

Elementary	1	2	3
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
Do all teachers include a discussion of the ILP during the November parent conference for GATE students?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> • Individual Learning Plan • Independent projects • GATE clusters • Curriculum compacting • Vertical subject-matter acceleration • Grade skipping 			

Section 3: Curriculum and Instruction			
3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.			
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
<ul style="list-style-type: none"> • Outside tutoring • IB program 			
<u>Middle School</u>			
Are high-achieving GATE students placed in accelerated or honors classes?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> • Honors class • Pre-AP classes • IB classes • Enrichment classes • Vertical subject-matter acceleration 			
<u>High School</u>			
Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Are Advanced Placement classes available?			
Is the IB diploma program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> • Honors classes • AP classes • IB classes • Career Pathways classes 			
<u>All Grades</u>			
Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?			
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent) to review and modify the GATE Principals Checklist annually as needed?			
Does the School Site Council review and approve the GATE Principals Checklist annually?			
Is the GATE Principals Checklist developed in response to the specific and varied learning needs of the individual school population?			

Section 4: Social and Emotional Development

4:1 Actions to meet the affective needs of gifted students are ongoing.

4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

Do schools provide enrichment activities that foster social interaction among GATE students?			
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?			
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?			

Section 5: Professional Development

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.

Does the Principal schedule time for the GATE Coordinator to provide professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • PUSD GATE Program Overview • GATE Identification Process • Characteristics of Gifted Learners from Diverse Populations • How to get or renew GATE Certification • How to create and use the Individual Learning Plan 			
Does the Principal schedule other GATE-related professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • Kaplan's Icons of Depth and Complexity • Kaplan's Content Imperatives • Tiered Assignments • Curriculum Compacting • Flexible Grouping • Dabrowski's Over-excitabilities • Other 			

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

Does the school have a GATE Parent Advisory Committee (PAC) that meets four times per year?			
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?			
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?			
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

Is the School GATE Plan shared with parents and the community effectively and systematically?			
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Section 7: Program Assessment

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

Do all stakeholders (GATE PAC, administrators, teachers, community members and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?			
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Name of School Site: Rose City High School

Principal: Jack Loos

School Site Council Chair (typed): _____

Date Approved By GATE Site Advisory Council: _____

Date Approved By School Site Council _____

Dates and times of calendared site GATE Advisory meetings

2012-2013:

Mandatory
1st _____

**Pasadena Unified School District
Kindergarten Transition Plan and Objectives**

Objective	One of the major challenges children have to faces in their early childhood years is the transition to kindergarten. It sets the tone and direction of a child’s school career. In 2006, the Pasadena Unified School District convened a Transition to Kindergarten Focus Committee in conjunction with the City of Pasadena’s Childcare Office, Head Start, and the Los Angeles Office of Childcare. PUSD representation on this committee includes preschool and Kindergarten teachers and administrative leadership.
Mission	The mission of this committee is to collaborate with educators and members of the community in order to plan and develop policies that will serve to provide effective transitions from preschool to Kindergarten.
Findings	Findings by the National Center for Early Development and Learning indicate a need for greater communication among Kindergarten teachers, families and the school. With the support of Transition to Kindergarten Focus Committee, the PUSD organized an informational forum for parents whose children were transitioning to Kindergarten and developed Kindergarten Readiness Packets that are distributed annually each spring to families.
Actions	<p>Instruction is provided to families, in English and Spanish, on the use of the materials in the kit. Materials included: pamphlets on activities parents and children could do together to get ready for Kindergarten, arts and craft supplies, transition booklet, PreK literature selections from Open Court, picture books and much more. Our plan is to improve and expand this effort to provide support and instruction to parents combined with engaging school readiness materials that are given to graduating PUSD preschool students.</p> <p>A key component of our Early Reading First plan is to expand promising practices to support the language development and literacy of English learners (ELs), we continue looking to expand the promising practices being developed at our three English Learner Acquisition and Development Pilot Program schools; Longfellow, Washington and Willard. PUSD utilizes the lessons learned from these promising English learner strategies as well as from a successful Reading First program. We continue to seek to improve alignment, continuity and the sharing of best practices in language development and literacy for preschool and elementary schools, our proposed professional development plan includes training teachers in the adopted reading program (now Open Court, with potential new adoption anticipated next year) as well as training for English learner strategies and providing ongoing coach support.</p> <p>Increased communication between our preschool and Kindergarten teachers will also strengthen the transition to Kindergarten and the types of promising practices being used at our elementary schools, including the development of Individual Learning Plans, newcomer support, intervention strategies, Reclassification, and follow-up.</p>

**Rose City High School
Parental Involvement Policy/Plan**

General Information:

School-wide Title I (Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.)

1. The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.
2. Federal money is issued to schools that have a high enrollment of free/reduced lunch, low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance; and closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.
3. The money is used to provide resources that will assist students to improve academic achievement in reading and math.
4. Funds shall be used to hire para-professionals to improve curriculum, enhance parent involvement, and extend learning time for students who need it.

GENERAL EXPECTATIONS

- Rose City High School agrees to implement the following statutory requirements: Rose City High School will jointly develop with parents and distribute to parents of participating children, a Parental Involvement Policy that the school and parents of participating children agree on.
- Rose City High School will notify parents about the Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- Rose City High School will make the Parental Involvement Policy available to the local community.
- Rose City High School will provide opportunities for parents to provide input for Local Control and Accountability Plan during August 2016-June 2017
- Rose City High School will periodically update the Parental Involvement Policy to meet the changing needs of parents and the school.
- Rose City High School will adopt the school-parent compact as a component of its Parental Involvement Policy.

- Rose City High School agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
 - Parents play an integral role in assisting their child's learning.
 - Parents are encouraged to be actively involved in their child's education at school.
 - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
 - The carrying out of other activities, such as those described in section 1118 of the ESEA.

ROSE CITY HIGH SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS AS FOLLOWS:

1. Rose City High School will take the following actions to involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 11186(b) of the ESEA:

Gather and disseminate to parents for review the following materials: Title 1 Parent Involvement Policy, Parent, Student, School compact, school program pamphlet, and yearly calendars of events including scheduled School Site Council and ELAC meetings.

These materials will be disseminated to parents at regular Title I ELAC parent meetings, School Site Council meetings, and Parent-teacher conferences. Written and oral input from parents will be solicited through Title I ELAC parent meetings, School Site Council meetings, parent/teacher conferences, school web site, healthy start newsletter, and other regular written communications with parents.

2. Rose City High School will take the following actions to distribute to parents of participating children and the local community the Parental Involvement Policy:

- The School Parental Involvement Policy will be distributed to parents at Title I parent meetings.
- The policy will be posted on the school website.
- Parents of new participating students will receive the policy upon registration if eligible for
- Title I.

3. Rose City High School will periodically update its Parental Involvement Policy to meet the changing needs of parents and the school through:

- School Site Council meetings
- ELAC meetings
- General School meetings: "Back to School" & "Open House" meetings.

4. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Upon identification of parental need for information in another language or in another format,
- the school will take steps to ensure that the parent request is fulfilled.
- The semi-annual parent meetings "Back to School Night" or "Open House"
- Student Support Teams (SST)
- Parent/Student pre-orientation conference with counselor, after completing registration.
- Provide translators at all conferences and meetings
- Parent Flyers translated in English and Spanish
- School letters sent home in English and Spanish
- Automated telephone system calls in English & Spanish
- Parent Portal through Aeries
- SSC/ ELAC Meetings translators provided

Building Capacity for Involvement:

Rose City High School believes that active parent/community involvement is essential to ensure student academic success. The following is a list of opportunities/activities for our school:

1. **English Learner Advisory Council (ELAC)** representatives and staff members consisting of at least 51% of the members are parent of English Learners.
 - a. Provide advice to the principal and the school staff on the most positive and effective actions to improve learning in English Learners.
 - i. The development of of a detailed school plan for English Learners.
 - ii. The development of a school's needs assessment of students, parents, and teachers.
 - iii. Efforts to make parents aware of the importance of regular school attendance.
2. **School Site Council (SSC)** meets once a month on a Thursday. The purpose of the Site Council is to establish a foundation and actively involve all stakeholders in

designing learning goals as well as innovative projects which enhance the educational experiences for our students. The team collaborates in creating and evaluating the school improvement plan.

3. **Attendance/Truancy Meetings** are held on the first Wednesday of every month to inform parents the importance of regular attendance in order to reach academic achievement. Some students violate compulsory education laws and have a pattern of unexcused absences. Although truancy and excessive absenteeism are not new problems, they can cause costly, long-term problems for students, school, and community. It is explained that the lack of cooperation can lead to a School Attendance Review Board (SARB) meeting composed of representatives from various youth-service agencies, help truant or recalcitrant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources.
4. **Student Study Team (SST)** is a group of people that usually consists of an administrator, teacher, and support personnel to review student's academic, behavioral, social-emotional progress. The team will suggest possible interventions to assist the student's needs.
5. **Individualized Education Program (IEP)** it is held to determine and provide students with special needs the appropriate resources for them to academically succeed. The child's meeting has a team that consists of parents, administrator, counselor, teacher, and any other support personnel.
6. **Individualized Learning Plan (ILP)**-is a personalized document that students develop with their counselors and other supportive adults to chart their progress toward their goals during each quarter, to ensure they are on the path to graduation, and to determine what resources and tools they need to be prepared for a successful pathway in life after Graduation.
7. **Career Fairs**-are arranged at least twice a year to encourage students to explore various career opportunities that they might be interested in, is a key way to demonstrate the relevance of a post-secondary education. A Career and College Fair (or similar event) raises awareness about the importance of college or trade school connects students with many different professions and gives community members a chance to share their expertise with students.
8. **Financial Aid Seminars**-Parents and college bound students attend workshops held by the counselor designed to provide assistance with financial aid documentation. The goal is to eliminate any anxiety parents/students might feel from completing the form. The counselor guides parents/students step-by-step through the process and helps answer any questions along the way.

8. **Healthy Start** A program that is available to assist students and their families achieve their goals. A healthy individual is one that is physically, mentally, and socially stable. The program promotes healthy children that have the capability to achieve academically, by minimizing absenteeism, a continuous problem when students are not getting the adequate health assistance. A monthly letter is emailed and mail to parents to provide updated information and upcoming events available in the community.

9. **IMPACT** Drug abatement counseling is administered and assigned to students who have been found in possession or under the influence of illegal substances. A drug interventionist provides one-on-one or group counseling discussing issues that have led to drug usage. Each individual's situation is unique and must be handled appropriately; if further aid is necessary referrals to health professionals are made. In addition, IMPACT works in collaboration with juvenile programs and being attentive, if student is in danger of harming themselves or others. Referrals to outpatient and inpatient programs are offered. The justice system and probation officers are constantly monitoring students actions by following up on their progress. Recovery speakers are invited to serve as guidance and living example of their experiences on drug abuse.

10. **Nurse Clinic** The Nurse practitioner at the Health office is ready to provide immunizations, physical exams, treatments, medications, and referrals to medical specialist that can attend to specific disorders or diseases.

11. **Families in Transition** Is an organization that provides assistance to families in need, who find themselves either out of a home, living in deplorable conditions, or with multiple families. The program is funded by a federal grant under the McKinney-Vento Homeless Education Assistance Act, and Title I. The services that are provided to families include family support by receiving food, clothing, toiletries, and transportation, temporarily until conditions improve. The office is located at our Pasadena Unified School District open daily.