

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Granada Hills Charter High

Contact Name and Title

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GHCHS 2017-2020 Local Control Accountability Plan

Governing Board Approved June 19, 2017

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Granada Hills Charter High School is located on 35 acres in the city of Granada Hills, a suburb in the northwestern San Fernando Valley area of the City of Los Angeles. The Granada Hills population represents just 54,566 (est. 2015) out of nearly 2 million in the San Fernando Valley and almost 4 million Angelenos. Granada Hills is a largely working class, suburban community with a median household income of \$79,680 and a median home value of \$478,000 (est. 2015). Seventy-seven percent of the Granada Hills community (zip code 91344) lives in owner-occupied housing units compared to 48 percent of families in the greater Los Angeles area. Compared to the rest of the country the Granada Hills' cost of living index is a high 129.4 compared to the U.S. average of 100. Major employment in the area is found in the Education and Health Industry (20%), Retail/Wholesale Trade (17%), Professional Services (12%), Manufacturing (11%) and Finance/Real Estate (11%) industries.

As of the 2016-17 school year, Granada Hills Charter High School (GHCHS) is in its fifteenth year as an independent charter school and is one of the leading comprehensive public high schools in Los Angeles and in the state. The Granada Hills Charter educational program continues on the trajectory of helping all students become college and career ready. The Governing Board continues to address established school goals. These goals are continuously validated by high schoolwide academic achievement, receipt of a five-year renewal in 2012 from Los Angeles Unified, our charter authorizer; maintenance of a financially sound budget; and expansion of academic program offerings. A differentiated instructional program that prepares students for college and career readiness along with a strong business and operations model is the hallmark of Granada's success.

Granada received a six year accreditation from the Western Association of Schools and Colleges (WASC) in 2011-12. The School's Action Plan is aligned with Expected Schoolwide Learning Results and focuses on identified critical needs; meeting the learning needs of all students, including English Learners and Students with Disabilities; providing for college and 21st Century career readiness; and increasing parent engagement. Students continue to perform at high levels, as evidenced by results on the Smarter Balanced Assessments and other internal and external assessment such as the Advanced Placement, International Baccalaureate, PSAT, SAT and ACT, and college readiness measures. In the 2016-17 school year we are conducting our WASC Self Study which will be completed in 2017.

GHCHS continues to maintain a fiscally sound budget while devoting considerable resources to 21st century instruction and the implementation of the Common Core curriculum. Within the traditional instructional program GHCHS offers a variety of academic programs for student selection; Humanitas/New Media, Global History of Ideas, Global Business and Finance and Science, Technology, Engineering and Mathematics. Granada is also the only school in the Los Angeles area recognized as an International Baccalaureate World School providing student access to the International Baccalaureate Diploma Program. In addition to a traditional instructional program, the iGranada and iGranada Digital Arts and Sciences Program serves students who need a flexible schedule. The iGranada programs incorporate online coursework and the traditional classroom experience in an alternative NCAA approved blended instructional model. Throughout the academic programs students complete the A-G requirements with after school support and enrichment activities funded by school grants.

Granada Hills Charter's student population is extremely diverse with over 60 nationalities represented and approximately 40 languages other than English spoken at home. Granada Hills Charter attempts to achieve a stable pupil population that represents the racial and ethnic diversity of the territorial jurisdiction. Pupils can achieve the goal of becoming productive citizens in a multicultural world if they are educated in a multicultural environment.

Present student demographics show a wide range of socio-economic, educational and cultural backgrounds. The 2016-17 student population of 4,662 consists of 39.6 percent Hispanic or Latino, 10.1 percent Filipino, 17.8 percent Asian, 3.8 percent Black or African American, 0.3 percent American Indian or Alaska Native, 0.3 percent Native Hawaiian or Other Pacific Islander, 25.2 percent White and 1.2 percent Multiple ethnicities. The most significant change in student ethnic groups since our last charter petition in 2008 is a 9.7 percent increase (29.9 to 39.6 percent) in the Hispanic or Latino population. Currently, over 2,200 (48.2%) students are eligible for National School Lunch Program ("Free or Reduced Meals"). Special education students have increased to 7.0% with English Learners remaining at approximately 3.7%.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The key features of this year's LCAP include subsidizing of student reduced meal expenses, home internet access and targeted support services for our unduplicated population of English Learners, Foster Youth and low income students. Continued implementation of Common Core State Standards and the Next Generation Science Standards will provide continued additional support of EL students through Professional Development and ELD instruction. Parent Outreach maintains a key focus and additional efforts to engage low income, EL, RFEP, Foster Youth and Homeless families will continue to be explored and implemented. Student achievement will continue to be supported by an EL Coordinator, EL Counselor, and EL Language Assistants, a Foster Youth Counselor and Classified Assistant, and Core English, math and science adult Instructional Aides serving our unduplicated population of students.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

English Learner Progress both in performance and graduate rate as well as positive progress on Student with Disabilities graduation rate is noted. Additional services such as college visits and enrichment materials supported by the LCAP have provided greater connection of our EL students to the school culture of college readiness.

GREATEST PROGRESS

Foster youth counseling and liaison services have provided greater connection and support for Foster Youth students.

Extended services provided for Socioeconomically Disadvantaged students have resulted in ensuring that this subgroup performance gap is minimized as indicated by AP, IB performance, college and career readiness, class grades and other local metrics (e.g. NWEA, PSAT, Department benchmarks, etc.)

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

While student support and strategies in place have shown positive results in overall performance gaps still exist between boys and girls in general, African American students. English Learners and Students with Disabilities. Greater focus by the Intervention Office on data collection and support for these identified students as well as exploring mentorships, and additional targeted tutoring support is in progress.

Stakeholder surveys indicated a need for greater focus on developing a more positive school climate. Plans are in progress for professional development for teachers and staff and training opportunities for students in this area as well as continued research on ways to improve school climate engaging all stakeholders.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

In relationship to the LCFF Evaluation Rubrics, there is no GHCHS student group that was two or more performance levels below the "all student" performance. Current school plans still address the performance single level gaps seen by Socioeconomically Disadvantaged, Black or African American, Students with Disabilities and English Learners in graduation rate as well as the Black or African American performance level in suspension rate.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

An all-inclusive development of our school intervention plan is in progress addressing the needs of our students including Socioeconomic Disadvantaged, English Learners, African American, and Students with Disabilities. Early intervention and professional development in additional ways to identify and serve these students in planned for the upcoming year.

Special Education students will be provided access to additional literacy classes.

A "Train the Trainers" workshop will be conducted by the Anti-Defamation League for student leaders and teachers to address school climate and cultural awareness.

Parents have voiced an interest in further investigation of a "Parent App" for cell phones to allow for greater communication and notifications beyond the existing Home Access Center and website.

Planned Professional development will address training in cultural sensitivity, differentiation, strategies for different learning styles for English Learners and Students with Disabilities and orientation to the issues and needed support for the Foster Youth student population.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$56,461,756

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$54,956,009

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The LCAP reflects all budgeted expenditures for the School's main operating fund (Fund 62). Budgeted expenditures for the Facility Rental Fund (Fund 63 - Total Budgeted Expenditures \$\$130,747), Devonshire LLC Component Unit (Fund 64 - Total Budgeted Expenditures \$0), and Associated Student Body Fund (Fund 65 - Total Budgeted Expenditures \$1,320,000) are not reflected in the LCAP.

\$44,162,734

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

I. BASIC SERVICES

1A. Teachers required to hold a credential will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.

1B. Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

1C. School facilities are clean and maintained in good repair. Daily cleanliness spot checks are conducted. Percentage of items on Site Inspection Lists are in compliance or good standings.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1A. 100% of all teachers are fully credentialed and appropriately placed per ESEA. (Current CCTC records maintained)

1B. 100% of all students have access to Standards-aligned Instructional Materials. (Annual School Accountability Report Card (SARC) Report)

1C. All school facilities are maintained and in good repair. Daily spot checks and with greater or equal to 90% compliance on Site Inspection. (Annual School Accountability Report Card (SARC) Report)

ACTUAL

Annual Measurable Outcomes have been met.

1A. 100% of all teachers are fully credentialed and appropriately placed per ESEA. (Current CCTC records maintained)

1B. 100% of all students have access to Standards-aligned Instructional Materials. (Annual School Accountability Report Card (SARC) Report)

1C. All school facilities are maintained and in good repair. Daily spot checks and with greater or equal to 90% compliance on Site Inspection. (Annual School Accountability Report Card (SARC) Report)

Latino population. Currently, over 2,200 (48.2%) students are eligible for National School Lunch Program ("Free or Reduced Meals"). Special education students have increased to 7.0% with English Learners remaining at approximately 3.7%.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Supervision and staffing of instructional program</p>	<p>ACTUAL</p> <p>Actions and Services were accomplished as planned. Supervision and full staffing of highly qualified teachers for the instructional program took place as planned.</p>
Expenditures	<p>BUDGETED</p> <p>\$ 13,300,000 Certificated Salaries \$ 4,200,000 benefits funded by LCFF Base Funds Total: \$17,500,000 (1000, 1-2-3's)(1) - 1000-1999 Certificated Salaries - LCFF Base: \$17,500,000</p>	<p>ESTIMATED ACTUAL</p> <p>Projected Certificated Salaries - 1000-1999 Certificated Salaries - LCFF Base: \$16,826,342</p>
Actions/Services	<p>PLANNED</p> <p>Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition</p>	<p>ACTUAL</p> <p>Actions and Services took place as planned. Instructional and supplemental materials purchased were aligned to CA Common Core State Standards.</p>
Expenditures	<p>BUDGETED</p> <p>\$ 1,007,714, funded by LCFF Base Funds (4110, 4310)(2) - 4000-4999 Books and Supplies - LCFF Base: \$1,007,714 Textbook funding from Lottery - 4000-4999 Books and Supplies - Other State Revenues: \$182,286</p>	<p>ESTIMATED ACTUAL</p> <p>4000-4999 Books and Supplies - LCFF Base: \$921,813 Textbook funding from Lottery - 4000-4999 Books and Supplies - Other State Revenues: \$204,129</p>
Actions/Services	<p>PLANNED</p> <p>Supervision and staffing of custodial and maintenance staff</p>	<p>ACTUAL</p> <p>Actions and Services took place as planned. Supervision and full staffing of custodial and maintenance staff were conducted including contracted maintenance.</p>
Expenditures	<p>BUDGETED</p> <p>Supervision and staffing of custodial and maintenance staff (3)\$1,500,000 Classified Salaries\$650,000</p>	<p>ESTIMATED ACTUAL</p> <p>Classified salaries \$1,121,448; \$442,751 benefits; \$650,312 contracted maintenance support - 2000-2999</p>

	BenefitsTotal: \$2,150,000 - 2000-2999 Classified Salaries - LCFF Base: \$2,150,000	Classified Salaries - LCFF Base: \$2,214,511
Actions/Services	PLANNED Subsidize student reduced meal expenses	ACTUAL Actions and Services took place as planned. All eligible reduced meal student lunches were subsidized.
Expenditures	BUDGETED Subsidize student reduced meal expenses (4)\$0.30 per breakfast and \$0.40 per lunch subsidy - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$51,000	ESTIMATED ACTUAL Subsidize student reduced meal expenses (\$.30/breakfast, \$.40/Lunch) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$56,049

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>Full staffing of the GHCHS instructional program as well as the custodial and maintenance personnel routinely took place with hiring and screening of all new personnel and supervision of staff assigned to administrators and managers. Common core instructional and supplemental materials were requested by departments and approved for purchase by supervising administrators.</p> <p>Subsidizing of student reduces meal expenses for all eligible students was implemented and achieved.</p>
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	<p>Full staffing of all positions by qualified individuals provided continuity and dependable basic services. All teachers are fully credentialed and highly qualified providing a high standard of instruction. All students have access to standards-aligned materials and additional instructional materials supporting student learning and success and the facilities are well maintained and in good repair. All students identified in need were subsidized for school food services.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>Budget and estimated expenditure differences can be explained primarily through the process of LCAP coding developed and initiated last year and which continues to be in progress this year that tracks expenditures based on LCAP priorities. To date not all staff and expenditures have been coded into the system nor has all staff been trained on its implementation.</p> <p>Supervision and staff differences are attributed to coding and over projection of salaries and benefits in the 2016 plan.</p>

Differences in expenditures for Instructional and Supplemental materials is seen due to some departments delaying adoption of materials as they become available aligned to the Common Core.

Differences in expenditures for Supervision and staff of Custodial and Maintenance Staff is also attributed to over projection of salaries and benefits in the 2016 plan and coding still in progress.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes to this goal, expected outcomes or actions and services are anticipated however more accurate LCAP coding will improve more accurate budgeted expenditure projections and estimated actual expenditures.

Goal 2

II. IMPLEMENTATION OF COMMON CORE STATE STANDARDS (CCSS)

A. Implementation

- School will fully implement state-adopted ELA and Math academic content and performance standards by School Year 2014-15 for all student including subgroups.
- School will seek to implement academic content and performance standards for all core subjects *as they are adopted by the state.*
- *Teachers will participate in annual professional development on the implementation of the Common Core State Standards.*
- *All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards.*

B. EL Students and Academic Content Knowledge

- All EL students will gain academic content knowledge through the state-adopted academic content and performance standards.
- All teachers of English Learners, EL and RFEP will participate in **Professional Development provided by professional experts in the field** to provide on implementation of the CCSS with specific application of SDAIE and ELD instructional strategies – All teachers of English Learners, EL and RFEP will participate in **Professional Development provided by professional experts in the field** to provide appropriate use of differentiation, SDAIE and ELD instructional strategies.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

A. 100% Implementation of CCSS - Documentation of Professional development focusing on Common Core State Standards (CCSS); classroom observations by administrators

B. 100% Implementation of the CCSS for EL Students - Documentation of professional development on CCSS and EL Learners; classroom observations by administrators

ACTUAL

Actions and Services took place as planned. Documentation of Professional Development indicates a strong focus on implementation and full adoption in vary stages of the Common Core State Standards throughout the departments including instruction for English Learners. Classroom observations documented by administrators indicate implementation of the Common Core State Standards at varying stages throughout the campus.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>A. Granada Hills Charter teachers will participate in Professional Development, trainings and workshops in CA CCSS All Teachers will participate in professional development in appropriate learning environments, test preparation, strategies and materials for high stakes testing. (Meets LCAP Priority IV)</p>	<p>ACTUAL</p> <p>All Granada Hills Charter teachers participated in Professional Development, trainings and workshops in CA CCSS as planned including a College Board Pre-AP Training. Teachers also participated in professional development in appropriate learning environments, test preparation, strategies and materials for high stakes testing, attended conferences and trainings both school initiated and self-initiated.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>A. GHCHS teachers will participate in Professional Development, trainings and workshops on CA CCSS (5) - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$13,000 Professional Development - College Board Pre-AP Schoolwide Training - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$25,000 CCSS Training and Professional Development, Workshops and Conferences expenses for staff. Includes Professional Development and Training for part time Instructional Aides for Core English, Math and Science. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$100,000</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$12,709 Professional Development - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$25,000 Professional Development; Conferences and Workshops - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$114,801</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>B. All teachers of English Learners, EL and RFEP participate in Professional Development of the CCSS with application of SDAIE and ELD instructional strategies</p>	<p>ACTUAL</p> <p>All teachers of English Learners, EL and RFEP participated in Professional Development of the CCSS with application of SDAIE and ELD instructional strategies as planned.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,000</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,000</p>

Actions/Services	<p>PLANNED</p> <p>EL/RFEP ELD Instructional Staff-All teachers of English Learners, EL and RFEP will be appropriately certified in SDAIE and ELD instructional strategies and qualified for instruction of six sections of ELD Classes</p>	<p>ACTUAL</p> <p>All EL/RFEP ELD Instructional Staff-All teachers of English Learners, EL and RFEP are appropriately certified in SDAIE and ELD instructional strategies and qualified to teach six sections of ELD Classes.</p>
Expenditures	<p>BUDGETED</p> <p>\$85,000 Certificated Salaries, \$22,000 Benefits, Total=\$107,000 LCFF Supplemental Funds (7) - 1000-1999 Certificated Salaries - LCFF S & C: \$107,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$85,225 salary, \$38,351 benefits - 1000-1999 Certificated Salaries - LCFF S & C: \$123,576</p>
Actions/Services	<p>PLANNED</p> <p>CTEL Assistance Program for Staff</p>	<p>ACTUAL</p> <p>A few remaining staff accessed the CTET Assistance Program support. Availability of this support expired at the end of this academic year and is not longer provided.</p>
Expenditures	<p>BUDGETED</p> <p>Supplemental Funds remaining for eligible credentialed staff CTET reimbursements (8) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,500</p>	<p>ESTIMATED ACTUAL</p> <p>balance paid out for CTET training reimbursements - now expired - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$332</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All highly qualified teachers were appropriately hired and placed.

Staff training was provided to all staff as well as available and supported from outside sources to support implementation and delivery of common core standards. All teachers participated.

Professional development in ELD instruction and SDAIE strategies took place in an annual all staff training environment.

CTET Assistance to encourage eligible staff to complete their SDAIE certification was provided.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

Staff training was provided and documented as well as available to staff from outside sources to support implementation and delivery of common core standards.

Staff training, support and continued observation of teachers including our ELD staff, have successfully indicated implementation and delivery of common core instruction throughout core classes including the ELD/ESL instructional program.

All teachers are SDAIE certified to insure appropriate ELD instruction and support of EL and RFEP students and implementation is documented in class observations.

Effectiveness of this goal can be tied directly to student performance on the Common Core State Standards (Smarter Balanced Assessments). Students have indeed been making gains each year and performing above comparable neighborhood schools, the District and the State including the English Learner subgroup performance (e.g. (20% GHCHS, 3% LAUSD, 9% CA State).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in budgeted versus estimated expenditures and due to underestimation of the projected staff salaries and benefits calculation, coding/tracking of professional development expenditures and the fact that CTEL Assistance expired in 2016 with no further applications for reimbursement requested by staff.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No expected changes are anticipated for this goal with the exception of the removal of the now expired CTEL Assistance Fund. Metrics for evaluation will continue to be staff development documentation, professional development staff applications and classroom observations.

Goal 3

III. PARENT INVOLVEMENT

- School will provide opportunities for parent involvement
- School will provide opportunities for parent input in committee meetings and informational sessions

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Minimum of 3 or more activities or events per semester providing information and seeking input from parents/guardians

Minimum of 2 parents on Advisory Council - Documentation of parent meetings; survey results

ACTUAL

The school well exceeded the minimum three or more activities and events per semester which provided information and input from parents and guardians and parents are appropriately represented on the School Site Council and the Parent Advisory/Title I Committee. The Parent Advisory/Title I committee met two times each semester and the School Site Council which includes three parent members along with staff and students met nearly monthly. In addition, the ELAC Committee met regularly throughout the year. There was an extensive number of events for parents sponsored by the College and Career Office, Pan con Café and Parent education workshops hosted by our AHA Program as well as our annual STA Parent Orientation, Back to School Night and Open House events. In addition, parents have been more actively participating in volunteering as indicated by an increase in our Parent Volunteer database as well as parents accessing the reimbursement for volunteer expenses available (LiveScan and TB testing, etc.).

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Charter school will host a minimum of three parent informational/activities/events per semester to encourage parent participation and seek parent/guardian input for decision-making For EL and RFEP pupils: Outreach and ELAC Parent Meetings will be held at least twice annually, services will be extended to provide for English translation and expansion of parent meetings to address the needs of the EL/RFEP parents. (ELAC, Pan con Café, etc.) and continue to encourage participation, parent education, empowerment and leadership For Foster Youth: Continue outreach to Parent/Foster Guardians and Group Homes/Agencies with informational meetings, input, communications and relationship-building to insure student support For Low Income pupils: Outreach and Title I Parent Meetings will be held at least twice annually. Efforts will continue to encourage parent participation, build leadership skills and provide parent education and information opportunities.</p>	<p>ACTUAL</p> <p>GHCHS continued to exceed the minimum expectations for parent informational/activities/events per semester intended to encourage parent participation and seek parent/guardian input for decision-making in Title I funding, Single Plan for Student Achievement and Local Control Accountability Plans as well as participate in other schoolwide decision making. Efforts continue to encourage parent participation, build leadership skills and provide parent education and information opportunities reaching out to all stakeholder groups including English Learner, Foster Youth and other subgroup parents and guardians. The Parent Advisory/Title I Committee met four times and ELAC Committee three times this academic year. The School Site Council which includes three parent representatives along with other stakeholder groups met nearly monthly. Pan con Café meetings and parent workshops as well as extensive events and parent information meetings sponsored by the College and Career Office took place throughout the year.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>For EL and RFEP pupils and Foster Youth Parents and Guardians Outreach meetings and materials - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$6,000 For Low Income pupils, outreach and Title I, Parent Advisory Meetings - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$6,000 Summer Mailings to all parents and new incoming families: \$500-materials, \$31,000-postage, \$10,000-custom calendar, envelopes, etc. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$41,500</p>	<p>ESTIMATED ACTUAL</p> <p>EL/RFEP & Foster Youth parent outreach meetings/materials & other operating expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$6,000 For Low Income pupils, outreach and Title I, Parent Advisory Meetings - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$6,000 Summer Mailings for New Families: \$500 materials, \$31,000 postage; \$10,000 custom calendars, envelopes, etc. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$41,500</p>
<p>Actions/Services</p>	<p>PLANNED</p>	<p>ACTUAL</p>

Parent Involvement Funding to assist in covering parent volunteer expenses, TB Testing, LiveScan, as needed, etc.

Our parent volunteer database continued to grow this year and several parents did access the volunteer expense reimbursement available.

Expenditures

BUDGETED

\$3,000 - Title I (11) Estimated expenditure due to increased parent outreach for volunteerism. - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$3,000

ESTIMATED ACTUAL

Parent Volunteer expenses: LiveScan, TB tests, etc. - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$1,512

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

There have been a multitude of well documented parent outreach activities and events throughout both fall and spring semesters to engage parents and involve them in decision-making as well as provide information, training and access to services. The parent page on the school website is in the process of redesign and a parent/family app to access the Home Access Center from any mobile device was added as a parent engagement tool. Parent engagement continues to be a challenge but efforts continue as planned. T Outreach continues through a variety of venues and media on a regular basis. The Advisory Council (School Site Council) contains three parent members, Parent Advisory/Title I Meetings well attended by parents early in the school year and ELAC Committee and Pan con café parent attendees have been consistent in their attendance throughout the school year. In addition we have added a group of parent interested in representing GHCHS outside of the school setting called the Parent Ambassadors which have served the school well in advocacy and support of the school at the district and state level. All meetings have been well documented and survey results published. Parent volunteers are supported through reimbursement of expenses and this past year mailings of a special appreciation bookmark was sent out over the summer to encourage parents to notify us of any changes in their participation on the volunteer database.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

Parent engagement has increased slightly as evidenced by parent attendance at the many committee meetings and school activities and especially through involvement in our Parent Ambassador program. We continue to seek ways to measure improvements. The parent volunteer database has been updated and expanded as more parents have joined this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between budgeted and estimated expenditures is directly related to LCAP coding implementation that is still in progress. The allocated budgeted set aside for parent involvement/volunteer expense reimbursement will fluctuate year to year based on parent need.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no anticipated changes in the goal however creative solutions to increase parent engagement will continue to be explored.

Goal 4

IV. STUDENT ACHIEVEMENT - Pupil Achievement as measured by:

- A. Statewide Assessments - ELA/Literacy and Mathematics: Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics
- B. API - School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
- C. College and Career Readiness - Students are on track to be college and career ready (counseling assessment & PSAT)
- D. EL Progress - EL students will advance each academic year on the CELDT or other available external assessment such as the NWEA
- E. EL Reclassification Rates - EL students will be reclassified as Fluent English Proficient annually and perform "at or near standard" on the CAASPP statewide assessment
- F. AP Exam Passage - Students taking AP Exams will pass with a score of 3 or above
- G. College Preparedness/EAP -
 - All eleventh grade students will pass EAP Exams at a minimum level of "conditionally ready."
 - Eleventh graders will pass EAP exams at higher rates than 11th graders at comparable neighborhood school
 - Graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood schools
 - The graduation rate with A-G completion will increase annually (72.4 % in 2011-12 baseline)
 - Subgroups performing below the average school percentage will improve annually based on 2012 scores as a baseline: African American Males (70.0%), Hispanic Females (67.3%), Hispanic Males (55.5%), Filipino Males (62.2%), White Males (69.9%), LEP (58.7%), Socioeconomically Disadvantaged (67.5%)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

A. All students will meet or exceed targets for growth in Statewide

A. Statewide performance assessment on the CAASSP indicated that

Assessments once set by the State - Meets or exceeds Targets for Growth (Metric: To be determined)

B. All students will be provided a high quality instructional program - School will meet the annual API Growth Target, or equivalent as mandated by the CA State Board of Education)

C. 100% of students are on track to be college and career ready - (Metric: Grade 9 and 11 improvement in PSAT ERW and Math College and Career Readiness Benchmark and Counseling A-G On Track Report)

D. To increase number of EL demonstrating proficiency in English Language development - Meets target for growth (Metric: 75% of EL students will advance each academic year one performance level on the CELDT or other external assessment)

E. 10% of incoming EL students at placement levels 3 or 4 will reclassified as Fluent English Proficient annually - Meets or exceeds 10% target for growth (Metric: Reclassification Rate)

F. 100% of students taking AP Exams will pass with a score of 3 or above (Metric: AP Exam Results)

G. 100% of students will demonstrate college preparedness - Annual improvement in 11th grade EAP % conditional and college ready in ELA and Math, Higher than comparable neighboring schools, Annual improvement in A-G graduates Higher than comparable neighboring schools - (Metric: Annual EAP Results and A-G Completion Graduation Report)

GHCHS met the expected participation rate with 98.0% of 11th grade students tested in the CAASPP. 80% of students tested met or exceeded the English Language Arts/Literacy Standards of the CAASPP and 59% of GHCHS 11th grade students tested met or exceeded the standard in mathematics. In respect to the LCFF five by five placement report GHCHS overall met the standard.

B. The CDE school assessment system is still in development however by all indicators available to date, GHCHS overall is still making adequate progress, e.g. Graduate Rate, EL Learner Progress, School Suspensions, all reported in the "green" band.

C. The PSAT College and Career Readiness Benchmark report shows that 56% of GHCHS 9th graders met both benchmarks and 68% of GHCHS 11th graders met both benchmarks compared to 25% and 43% statewide and 40% and 48% nationwide respectively. There was no Counseling A-G "On-Track" report available this year.

D/E. EL students are making adequate progress towards reclassification and are being identified earlier and provided support in ELA and Mathematics. EL students who have completed the ESL1-4 series but have not yet been reclassified require additional targeted support based upon the GPA and testing data results to support reclassification prior to graduation. EL Reclassification rates for 2016-17 (October 2, 2016 - Fall 1) showed an increase from 14% to 15% with 23 students out of a total of 152 English Learners redesignated (RFEP). This exceeds the 10% reclassification target rate. Starting with 2017-18 the statewide annual assessment will be the ELPAC Summative Exam and will be administered in the Spring instead of the Fall (which is the current policy). The CELDT will remain the tool used for initial assessments until 2018-19.

F. AP Exam passage rate for 2016 was 77% an increase from the prior year and well above the performance for California (63%) and nationwide (60%).

G. The EAP has now been integrated into the CAASSP student performance with college readiness identified as those students meeting or exceeding the standards in English and math so at a minimum, approximately 58-50% of our students have been identified as college ready at the 11th grade level. GHCHS Graduates completing all courses required for UC/CSU Entrance for 2016 was 76.5% a 5.2% increase from 2015. (Palisades Charter-58.3%, El Camino-31.3%). GHCHS performance proved higher than all comparable neighboring schools in both CAASSP and A-G graduate data.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Increase student access to technology computers, labs, training and upgrades</p>	<p>ACTUAL</p> <p>All students were issued a Chromebook and provided training and support throughout the year.</p>
Expenditures	<p>BUDGETED</p> <p>\$300,000 Chromebook lease funded by LCFF Supplemental Funds (12) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$300,000</p>	<p>ESTIMATED ACTUAL</p> <p>Chromebook 3-year leasing program - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$393,337</p>
Actions/Services	<p>PLANNED</p> <p>IT and SIS/CALPADS Staffing</p>	<p>ACTUAL</p> <p>IT and SIS/CALPADS Staffing was in place throughout the year with a short hiatus due to staff changes and search for a new manager which took place in the spring.</p>
Expenditures	<p>BUDGETED</p> <p>\$617,000 Classified Salaries \$233,000 Benefits Total: \$850,000 expenses funded from LCFF Base Funds (13) - 2000-2999 Classified Salaries - LCFF Base: \$850,000</p>	<p>ESTIMATED ACTUAL</p> <p>2000-2999 Classified Salaries - LCFF Base: \$786,374</p>
Actions/Services	<p>PLANNED</p> <p>SIS Provider and school-wide data tools</p>	<p>ACTUAL</p> <p>Services were provided - eSchool SIS System and SchoolCity (school data tools)</p>
Expenditures	<p>BUDGETED</p> <p>\$105,000 funded from LCFF Base Funds (14) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$105,000</p>	<p>ESTIMATED ACTUAL</p> <p>eSchool and School City - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$123,120</p>
Actions/Services	<p>PLANNED</p> <p>Testing Services</p>	<p>ACTUAL</p> <p>Testing Services were provided throughout the year, managed by our Testing Coordinator.</p>

<p>BUDGETED</p> <p>Testing Coordinator: \$105,000 Credentialed Salaries, \$28,000 Benefits, Total: \$133,000 Base Funds (15) - 1000-1999 Certificated Salaries - LCFF Base: \$133,000 Testing Proctors and Staffing - 2000-2999 Classified Salaries - LCFF Base: \$30,000</p>	<p>ESTIMATED ACTUAL</p> <p>Testing Coordinator - 1000-1999 Certificated Salaries - LCFF Base: \$159,488 \$21,600 salaries, \$6912 benefits - 2000-2999 Classified Salaries - LCFF Base: \$28,512</p>
<p>PLANNED</p> <p>Student access to growth, diagnostic and college readiness tools (EAP, PSAT, NWEA, etc.)</p>	<p>ACTUAL</p> <p>All students at appropriate grade levels had access to the EAP (through the Smarter Balanced Assessment Exams), the PSAT and NWEA which served to identify growth, provide diagnostic information and college readiness assessment.</p>
<p>BUDGETED</p> <p>PSAT-\$35,000 School City-\$45,000 NWEA-\$14,000 Total: \$94,000 LCFF Base Funds (16) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$94,000</p>	<p>ESTIMATED ACTUAL</p> <p>PSAT \$34,740, School City \$38,383, NWEA \$14,200 - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$87,323</p>
<p>PLANNED</p> <p>College and Career Counselors Staffing Naviance-College Readiness Assessment and other Program assistance</p>	<p>ACTUAL</p> <p>Actions and services were provided as planned: Full staffing of College and Career Counselors and Naviance-College Readiness Assessment database with National Clearinghouse addition and other program assistance including Parchment.</p>
<p>BUDGETED</p> <p>College and Career Counseling Staff \$ 260,000 Credentialed Salaries expense \$73,000 Benefits expense TOTAL: \$333,000 LCFF Base Funds (17) - 1000-1999 Certificated Salaries - LCFF Base: \$333,000 College and Career Office:\$35000 Classified Salaries \$21200 Benefits Total: \$56,200 - 2000-2999 Classified Salaries - LCFF Base: \$56,200 Naviance - College Readiness Assessment and program assistance for students - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$30,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$279,660 salaries, \$125,847 benefits - 1000-1999 Certificated Salaries - LCFF Base: \$405,507 \$31,354 salary, \$14,109 benefits - 2000-2999 Classified Salaries - LCFF Base: \$45,463 Naviance contract including training and Clearinghouse - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$45,087</p>

Actions/Services	<p>PLANNED</p> <p>Part-time EL Coordinator/Case Carrier and Staff Development Assistant.</p>	<p>ACTUAL</p> <p>A part-time EL Coordinator/Case Carrier and Staff Development Assistant was in place throughout the academic year.</p>
Expenditures	<p>BUDGETED</p> <p>\$50,000 Credentialed Salary expense \$14,000 Benefits expense Total: \$64,000 LCFF Supplemental Funds (Goal 1130) (18) - 1000-1999 Certificated Salaries - LCFF S & C: \$64,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$50,623 Salary, \$22,780 - 1000-1999 Certificated Salaries - LCFF S & C: \$73,403</p>
Actions/Services	<p>PLANNED</p> <p>Part-Time EL Counselor 40%</p>	<p>ACTUAL</p> <p>A part-time EL Counselor (40%) was in place and served EL students throughout the academic year.</p>
Expenditures	<p>BUDGETED</p> <p>\$40,000 credentialed Salaries expense, \$16,000 Benefits expense, Total \$56,000 (18a) - 1000-1999 Certificated Salaries - LCFF S & C: \$56,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$36,824 salary, \$16,571 benefits - 1000-1999 Certificated Salaries - LCFF S & C: \$53,395</p>
Actions/Services	<p>PLANNED</p> <p>Language Assistants - EL</p>	<p>ACTUAL</p> <p>Three out of the five planned Language Assistants provided assistance to students throughout the academic year. Additional qualified candidates were not identified.</p>
Expenditures	<p>BUDGETED</p> <p>\$120,000 Classified Salaries expense \$ 48,000 Benefits expense LCFF Supplemental Funds (Goal 1130) (19)Total: \$168,000 - 2000-2999 Classified Salaries - LCFF S & C: \$168,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$64,138 salaries, \$28,862 benefits: \$93,000</p>
Actions/Services	<p>PLANNED</p> <p>Classified Assistant for Foster Youth</p>	<p>ACTUAL</p> <p>A full time classified assistant for foster youth support was provided throughout the academic school year.</p>

Expenditures	<p>BUDGETED</p> <p>\$46,000 Salaries \$22,000 Benefits Total:\$68,000 (22) - 2000-2999 Classified Salaries - LCFF S & C: \$68,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$41,250 salary, \$18,563 benefits - 2000-2999 Classified Salaries - LCFF S & C: \$59,813</p>
Actions/Services	<p>PLANNED</p> <p>Part-Time Foster Youth Counselor - (40%) AB 167 Support • Transcript evaluation, course placement, advisement and support</p>	<p>ACTUAL</p> <p>A part-time (40%) Foster Youth Counselor was in place throughout the academic year and appropriately served our students with AB 167 support, transcript evaluation, course placement advisement and general support.</p>
Expenditures	<p>BUDGETED</p> <p>\$40,000 Credentialed Salaries expense \$16,000 Benefits expense Total: \$56,000 LCFF Supplemental Funds (Goal 1150)(21) - 1000-1999 Certificated Salaries - LCFF S & C: \$56,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$36,824 salary, \$16,571 benefits - 1000-1999 Certificated Salaries - LCFF S & C: \$53,395</p>
Actions/Services	<p>PLANNED</p> <p>Part Time Teaching Assistants for Core English, Math and Science support of CCSS and targeted tutoring for low income, foster youth and EL</p>	<p>ACTUAL</p> <p>Part time adult Teach Assistants were hired and placed in core English, math and science classes to provide targeted tutoring and support of the CCSS for low income, foster youth and English learners. Few than expected/budgeted tutors were placed due to schedule availability of qualified staff.</p>
Expenditures	<p>BUDGETED</p> <p>\$160,000 Classified Salaries \$20,000 BenefitsTotal \$180,000 Supplemental Funds (25) - 2000-2999 Classified Salaries - LCFF Base: \$180,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$112,119 Classified Salaries; \$33,660 Benefits - 2000-2999 Classified Salaries - LCFF Base: \$145,859</p>
Actions/Services	<p>PLANNED</p> <p>Acellus Program and student licenses</p>	<p>ACTUAL</p> <p>Student licenses to provide access to the Acellus Program were purchased. These supported the credit retrieval and curriculum needs of targeted and struggling students.</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

	\$7,250 LCFF Supplemental Funds (Goal 1150)(23) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,250	\$7,250 LCFF Supplemental Funds (Goal 1150)(23) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,250
Actions/Services	PLANNED Home Internet Access for Low Income Families	ACTUAL Home internet access (T-Mobile hotspots) for low income families was provided throughout the year. Fewer than expected students accessed this assistance.
Expenditures	BUDGETED \$11,000 LCFF Supplemental Funds (24) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$11,000	ESTIMATED ACTUAL 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$8,240
Actions/Services	PLANNED SAT Fee Assistance for low income students	ACTUAL This action/service was not provided as low income students were supported through available fee waivers for SAT exams.
Expenditures	BUDGETED SAT Fee Assistance for Low Income students - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,000	ESTIMATED ACTUAL low income students qualified for waivers - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The planned actions and services provided support for our unduplicated population of students (Socioeconomically Disadvantaged, English Learners and Foster Youth) through additional counseling, in-class support, credit retrieval access, and free access to the internet. Providing Chromebooks and technology/internet support for all students insured equity among students accessing resources, curriculum as well as the tools to assist identification of at-risk students.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the	Support for student achievement has shown positive results. GHCHS met both the participation rate

LEA.

targets for all students and was within the "green" good progress indicators for Suspension Rate, Graduation Rate and English Learner Progress in the new CA State School Dashboard Accountability System. The Cohort Graduation Rate for 2015-16 was 95.7% and Cohort Dropout Rate was 1.9. CAASSP performance show that 80% of students met or exceeded the standard in English Language Arts and 50% of students met or exceeded the standard in math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted and estimated expenditures are detailed below:

- The leasing of student Chromebooks is in a three-year lifetime program which took place last year. This year student Chromebook increase in expenditures were due to student enrollment increases.
- IT and SIS/CALPADS staffing expenditure differences can be attributed a staff vacancy that occurred in the spring but was filled prior to year end.
- SIS Provider and school data tools were based on a prior contract and current expenses have increased.
- The Testing Coordinator salary and benefits was under estimated compared to actual.
- College and career counseling staff salaries and benefits were under estimated when compared to actual. Naviance expenditures were higher than budgeted as the National Clearinghouse was added to the contract.
- EL Coordinator budgeted expenditure was underestimated compared to actual.
- Two of the budgeted EL Language Assistant positions remained unfilled throughout the year.
- Fewer Part-Time Teaching assistants were placed than originally planned.
- Home Internet access - few students than budgeted accessed this support thus the budgeted versus planned expenditure was higher.
- The planned SAT fee assistance budget was not utilized as low income students were able to apply for waivers.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No major changes to this goal, expected outcomes or actions and services are anticipated other than Chromebooks will continue to be maintained as previously purchased instead of leased, and the SAT Fee Assistance will be eliminated as students qualified for assistance in other ways. More accurate LCAP coding will improve expenditure projections and estimated expenditures.

Goal 5

V. STUDENT ENGAGEMENT - Pupil engagement as measured by:

- A. School attendance rate - School will maintain a high ADA rate
- B. Chronic absenteeism rate - School will maintain a high ADA rate; fewer than 5% of students will meet or surpass threshold for absenteeism
- C. Middle school dropout rate (Not Applicable)
- D. High school dropout rate
 - School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school. The cohort dropout rate will improve annually with a 2012 baseline of 4.4%)
 - Subgroups with dropout rates above the average cohort dropout rate will improve annually based on 2012 percentages as a baseline.(Hispanic – 6.9%, English Learners – 15.4%, Special Education – 9.4%, Socioeconomically Disadvantaged 4.3%)
- E. High school graduation rate
 - School will graduate 90+% of persisting seniors; cohort graduation rates will be higher than graduation rates at comparable neighborhood schools.
 - Cohort graduation rate of 92.1 (2012) will increase annually
 - Subgroup cohort graduation rate will increase annually to meet the State identified target subgroup grad rate requirement. Hispanic/Latino (2012- 88.6%) (*Note the Class of 2013 Grad target rate is 88.6%), EL (2012-59.6%), Special Education (2012-59.4%), Socioeconomically Disadvantaged (2012-92.2%)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A. Attendance (ADA) rate > 95 %
- B. Absenteeism < 5%
- C. N/A
- D. Dropout rate lower than comparable neighboring schools

ACTUAL

- A. Attendance rate continues to be above 95% meeting the metric and for 2015-16 was 96.84%.
- B. Absenteeism is less than 5% meeting the metric and for 2015-16 was 3.16%.
- C. N/A/

E. Meet or exceed CDE graduation rate - Graduation rate higher than comparable neighboring schools

D. The Dropout Rate for GHCHS students for 2016 was 1.5%, a 0.7% improvement from 2014-15 reflecting many of the intervention and student supports that have been increased and implemented. Subgroup breakdown shows that African American and English Learner rates are significantly lower than the average and continue to be a focus for intervention and support for greater success. Data evaluation shows that the GHCHS drop our rate is decidedly lower than all other comparable neighboring schools (e.g., El Camino Real Charter-6.6%, Palisades Charter-3.0%)

E. The Cohort Graduation Rate for 2016 was 95.1% and increase from the prior year (94.8) and within the "green" good progress indicator in the new School Dashboard Accountability System. This well exceeds the CDE State graduation rate of 83.2% and comparable neighboring schools (El Camino Real Charter-89.9%, Palisades Charter-96.1%).

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Attendance Personnel/Staffing</p>	<p>ACTUAL</p> <p>Attendance office was fully staffed as planned.</p>
Expenditures	<p>BUDGETED</p> <p>\$502,000 Classified Salaries expense \$ 181,000 Benefits expense Total: \$683,000 LCFF Base funds (27) - 2000-2999 Classified Salaries - LCFF Base: \$683,000</p>	<p>ESTIMATED ACTUAL</p> <p>2000-2999 Classified Salaries - LCFF Base: \$534,014</p>
Actions/Services	<p>PLANNED</p> <p>Staffing of Counseling Services and extended counseling hours</p>	<p>ACTUAL</p> <p>Full staffing of the Counseling Office was in place throughout the year providing services to students during the day and through extended counseling hours.</p>
Expenditures	<p>BUDGETED</p> <p>\$1,321,000 Credentialed Salaries expense \$476,000 benefits expense Total: \$1,797,000 (3110) LCFF base funds (28) - 1000-1999 Certificated Salaries - LCFF Base: \$1,797,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$1,129,133 salaries, \$365,765 benefits expense - 1000-1999 Certificated Salaries - LCFF Base: \$1,494,898</p>
Actions/Services	<p>PLANNED</p> <p>Transition Teacher to support Foster Youth</p>	<p>ACTUAL</p> <p>A Transition Teacher was in place to support Foster Youth throughout the academic year.</p>
Expenditures	<p>BUDGETED</p> <p>\$102,000 Salary\$28,000 BenefitsTotal: \$130,000 - 1000-1999 Certificated Salaries - LCFF S & C: \$130,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$100,089 salary, \$45,040 benefits expense - 1000-1999 Certificated Salaries - LCFF S & C: \$145,089</p>
Actions/Services	<p>PLANNED</p> <p>Increase EL student engagement with additional resources for instruction, community involvement and college readiness preparation.</p>	<p>ACTUAL</p> <p>Additional resources for increased EL student engagement were provided including a college field trip, additional enrichment and instructional materials and</p>

	community activities and event. College bussing expenditures were covered by Glendale College this year.				
Expenditures	<table border="1"> <thead> <tr> <th>BUDGETED</th> <th>ESTIMATED ACTUAL</th> </tr> </thead> <tbody> <tr> <td>EL special projects, motivational materials, library and instructional materials for student engagement. (30) - 4000-4999 Books and Supplies - LCFF S & C: \$2,000 Provide transportation/excursion expenses (bus and entrance fee) specific to EL student enrichment and college readiness. (30) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$2,000</td> <td>EL Special Projects & materials for student engagement - 4000-4999 Books and Supplies - LCFF S & C: \$2,772 Transportation for EL Student enrichment and College Readiness was covered by Glendale CC - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$0</td> </tr> </tbody> </table>	BUDGETED	ESTIMATED ACTUAL	EL special projects, motivational materials, library and instructional materials for student engagement. (30) - 4000-4999 Books and Supplies - LCFF S & C: \$2,000 Provide transportation/excursion expenses (bus and entrance fee) specific to EL student enrichment and college readiness. (30) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$2,000	EL Special Projects & materials for student engagement - 4000-4999 Books and Supplies - LCFF S & C: \$2,772 Transportation for EL Student enrichment and College Readiness was covered by Glendale CC - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$0
BUDGETED	ESTIMATED ACTUAL				
EL special projects, motivational materials, library and instructional materials for student engagement. (30) - 4000-4999 Books and Supplies - LCFF S & C: \$2,000 Provide transportation/excursion expenses (bus and entrance fee) specific to EL student enrichment and college readiness. (30) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$2,000	EL Special Projects & materials for student engagement - 4000-4999 Books and Supplies - LCFF S & C: \$2,772 Transportation for EL Student enrichment and College Readiness was covered by Glendale CC - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$0				

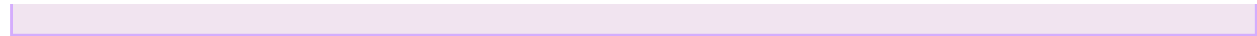
ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Continuing practices to refine instructional strategies which have a direct effect on student engagement, review of school calendar all of which have contributed to optimum attendance of students. Effective counseling services and the identification of student needs with wrap around services has aided in academic intervention and contributed to student success.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Attendance and absenteeism rates are with expectations. Graduation rate and the A-G completion rate continues to increase and reflect the guidance and services provided to all students to meet career and college ready expectations. The Dropout rate is 1.5%, lower than comparable neighboring schools. Graduation rate is above State and comparable neighboring school. Subgroup graduation rate of African American, English Learners, Socioeconomically Disadvantaged and Special Education students continues to be a challenge but per the State Accountability system are within one level (yellow performance level) of the overall school graduation results (green performance level).
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Material differences in projected Attendance Personnel Staffing, counseling staff and transition teacher budget and actual expenditures were due to staff changes that occurred during the year and salary and particularly benefit calculation projection differences e.g. Transition teacher benefits original projected to be \$28,000 and \$45,040 actual.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where	No changes in the goal, actions or services are anticipated.

those changes can be found in the LCAP.



Goal 6

VI. SCHOOL CLIMATE - As measured by:

A. Pupil suspension rates - School will reduce its suspension rates each year of operation

B. Pupil expulsion rates - School will maintain a low <1% annual pupil expulsion rate

C. School Connectedness

- Continued implementation of athletics, after-school programs, family and community outreach and other programs integral to school operations
- Continued involvement of families in all key school operations and program.
- Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A. Suspension rate lower than prior year
- B. Expulsion rate <1%
- C. 75% positive results on Annual Stakeholder Satisfaction Survey

ACTUAL

- A. The Suspension rate remains low overall (0.8) as indicated by the "green" band indicated on the California Accountability Model. Results did show that among student subgroups, Black or African American students had a 4.9% suspension rate placing this group in the "yellow" band the need for careful evaluation and support.
- B. The Expulsion Rate for 2015 was 0%.
- C. The Stakeholder Satisfaction Surveys were developed for each group, parents/community, students and staff. The staff survey contained 21 survey items and two open-ended questions; the parent survey had 26 survey items and two open-ended questions; and the student survey included 26 survey items and two-open ended questions. Surveys were available online to all staff, parents, and students for two weeks. A total of 221 staff, 764 parents, and 2,623 students took the survey. With the high response rates among each stakeholder group, survey results are generalizable to the entire Granada Hills Charter High

School population and indicated a positive overall rating of the school (78% overall by staff and all other ratings over 90%).

In a general recap, across the board, teaching and learning at Granada Hills received mostly positive reviews. All three stakeholder groups selected rigorous courses and opportunities for academic success as the best aspects of the school. Many parents and students were happy with the teachers at GHCHS, noting how excellent and supportive they were. Overall, stakeholders were satisfied with the quality of interpersonal relationships at GHCHS, however, there were a few areas of concern which were reflected in the open-ended responses. Students and staff generally felt that teachers were friendly and dedicated, as well as willing to put time and effort into helping GHCHS students succeed. Staff, parents, and students overwhelmingly agreed that Granada Hills Charter High School is a safe and supportive place for students to learn. However, school capacity and state of the facilities came up as needed areas for improvement. Other recommendations and need for improvement identified by the survey focused on the following areas: school culture and connectedness between students and staff and between staff and administration and student socio-emotional development. Review and reflection on the survey results will continue in the next academic year and will help frame and target the future annual survey, professional development and outreach to students and families.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Discipline Deans Staffing</p>	<p>ACTUAL</p> <p>The Deans Office was fully staffed.</p>
Expenditures	<p>BUDGETED</p> <p>\$340,000 Salaries expense \$100,000 Benefits expense Total: \$440,000 LCFF Base funds (31) - 1000-1999 Certificated Salaries - LCFF Base: \$440,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$296,359 salaries, \$98,575 benefits expense - 1000-1999 Certificated Salaries - LCFF Base: \$394,934</p>
Actions/Services	<p>PLANNED</p> <p>Activities and Outreach Staffing and Support Activities and Outreach Software and Program Support Staffing of Security Aides and Officers for school safety school surveillance system</p>	<p>ACTUAL</p> <p>Activities and Outreach Staffing and Support Activities, Outreach Software including website hosting, Program Support and Staffing of Security Aides and Officers for school safety and the School Surveillance System was in place throughout the school year.</p>
Expenditures	<p>BUDGETED</p> <p>Security Staffing\$460,000 Salaries\$251,000 BenefitsTotal: \$711,000 - 2000-2999 Classified Salaries - LCFF Base: \$711,000 Surveillance/Security Cameras & Equipment - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$275,000 Activities and Outreach Offices (includes webmaster, social media, activities office, management and Athletic Director)\$382,000 Salaries\$135,000 Benefits - 2000-2999 Classified Salaries - LCFF Base: \$517,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$763,352 Classified Salaries; \$343,509 Benefits; \$112,597 contracted School Police - 2000-2999 Classified Salaries - LCFF Base: \$1,219,458 Surveillance/Security Cameras & Equipment - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$105,145 Panman, Scotti, Keyser, Koziatek, Moscatello, interns - 2000-2999 Classified Salaries - LCFF Base: \$302,453</p>
Actions/Services	<p>PLANNED</p> <p>Additional staffing of Security Aides</p>	<p>ACTUAL</p> <p>Alternative/creative scheduling of staff negated the need for an additional security position.</p>
Expenditures	<p>BUDGETED</p> <p>\$18,000 Classified Salaries expense \$15,000 Benefits expense Total: \$33,000 LCFF Supplemental Funds (33)</p>	<p>ESTIMATED ACTUAL</p> <p>Position was not filled: \$0</p>

	- 2000-2999 Classified Salaries - LCFF S & C: \$33,000	
Actions/Services	PLANNED ERICS Counselor to support of Foster Youth	ACTUAL This position was not filled.
Expenditures	BUDGETED \$70,000 Salary expense\$24,000 BenefitsTotal: \$94,000 - 3000-3999 Employee Benefits - LCFF S & C: \$94,000	ESTIMATED ACTUAL This position was not filled.: \$0
Actions/Services	PLANNED LCAP & Stakeholder School Satisfaction Survey Development and implementation Contract Provided by Columbia University Teachers College	ACTUAL The Stakeholder Satisfaction Survey was developed, implemented and sent out to all stakeholders; parents, students and staff. The staff survey contained 21 survey items and two open-ended questions; the parent survey had 26 survey items and two open-ended questions; and the student survey included 26 survey items and two-open ended questions. Surveys were available online to all staff, parents, and students for two weeks. A total of 221 staff, 764 parents, and 2,623 students took the survey. With the high response rates among each stakeholder group, survey results were generalizable to the entire Granada Hills Charter High School population.
Expenditures	BUDGETED \$6,000 LCFF Base Funds (35) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$6,000	ESTIMATED ACTUAL Contracted in two payments @ \$3128 each Teachers College, Columbia University - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$6,256

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were provided with continued monitoring and identification of at-risk students, support through the Deans Office, departments through professional development and engagement of students in a full variety of extra-curricular activities, social promotion, media, with a focus on creating school connectedness and progression to life beyond high school. Stakeholder satisfaction surveys

were created to measure school culture and connectedness.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

Full staffing, support and extensive activities and outreach services to students, families and the community helped to provide a safe and supportive environment for students and resulted in positive measurable outcomes in attendance, lower suspension and expulsion rates. Survey results indicated a positive overall rating of the school (78% overall by staff and all other ratings over 90%) within the expected metrics but indicated areas in need of improvement in school culture for planning and focus for the coming year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted staff expenditures for Discipline Deans, Activities and Outreach staffing from estimated actual were not significant overall but can be attributed to staff identification, and benefits calculations that differed and new coding in progress.

Security staffing did reflect a material difference between budget expenditure and estimated actual as the LAPD-School Police contract for services which is deducted by LAUSD was not included in the original budget. (\$112,597) Differences in Surveillance/Security Cameras and Equipment may possibly have included the LAPD School Police Contract which would explain the differences in these two categories but will be corrected in the coming year with proper coding.

The additional security aide position was not filled as alternative staff schedules satisfied this need.

The planned position for the Eric's Counselor to support foster youth was not filled.

The LCAP Stakeholder School Satisfaction Survey contract was slightly higher than the original quote.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes to goal, actions or services is expected.

Goal 7

VII. COURSE ACCESS - Students including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities and Foster Youth), unduplicated students and students with exceptional needs will have access to academic and educational programs as outlined in the school's charter.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% Access to available academic and educational programs as outlined in the school's charter.

ACTUAL

Through the offering of zero period and seventh period classes, GHCHS has expanded opportunities for students to complete remediation, remain on track for graduation and prepare for and access higher level coursework (e.g. AP Seminar, AP laboratories, additional coursework encouraged and supported by academic programs, etc.)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Additional course offerings for preparation and support for student access to higher level courses</p>	<p>ACTUAL</p> <p>Full funding of zero and seventh period classes (60 sections x \$74.25 avg. salary/period x 180 days) were in place providing greater student access to general courses, credit retrieval and higher level coursework.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>(\$77/per period x 51 per x 180 days)\$707,000 Credentialed(\$23.83/per x 51 x 180 days)\$219,000 Benefits Total: \$926,000 LCFF Supplemental Funds - 1000-1999 Certificated Salaries - LCFF S & C: \$926,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$758,592 Credentialed Salaries; \$341,366 Benefits - 1000-1999 Certificated Salaries - LCFF S & C: \$1,099,958</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Summer CELDT Testing for incoming Students to provide for appropriate course placement and full access to support. EL Coordinator/Testing Coordinator</p>	<p>ACTUAL</p> <p>Targeted STA support for incoming EL students to support English language and math skills development was provided.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>(4x6x\$77x2=\$4000)\$4000 Credentialed Salaries\$1,100 Benefits Total: \$5,100 LCFF Supplemental Funding - 1000-1999 Certificated Salaries - LCFF S & C: \$5,100</p>	<p>ESTIMATED ACTUAL</p> <p>\$4,392 Credentialed Salaries; \$1,146 Employee benefits - 1000-1999 Certificated Salaries - LCFF S & C: \$5,538</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Design of the master schedule provided a range of course offerings throughout the entire school day allowing full access and equity of students to all courses, remediation and advanced course opportunities. Summer CELDT testing was accomplished as planned.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Students were able to access a variety of full course offerings allowing for remediation, credit retrieval, additional preparation for advanced level courses and enrichment. Counseling encouraged students to take advanced courses in areas of demonstrated strengths and reached out to students</p>

who have potential but have not challenged themselves academically. Enrollment in AP and IB courses have increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The predicted zero and seventh period costs of \$77/per period x 51 periods x 180 days was less than the actual total of \$70.24/per period x 60 periods x 180 days. While the average teacher cost per period was lower we offered more sections of classes.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes to the goal, actions or services are anticipated.

Goal 8

VIII. PUPIL OUTCOMES

- A. SUMMER BRIDGE - Incoming student participation in Summer Transition Academy for enrichment, intervention, assessment and identification of skills levels
- B. ELA INTERVENTION- Students will be placed correctly into ELA courses and access available student intervention and support early in the academic year and access intervention and support services to insure successful achievement as well as access to advanced placement as available
- C. MATH INTERVENTION - Students will be placed correctly into mathematics courses and access available student intervention and support early in the academic year

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A. 98% of all incoming students will participate in Summer Transition Academy (Summer Bridge) - **metric** STA attendance rate
- B. 100% student access to ELA intervention, support services, enrichment and advanced placement early in academic year - **metric** Documentation of student participation in ELA intervention and enrichment activities including summer school.
- C. 100% student access to Math intervention, support services, enrichment and advanced placement early in academic year - **metric** Documentation of student participation in Math intervention and enrichment activities including summer school.

ACTUAL

- A. 88% of all incoming students participated in Summer Transition Academy during the summer of 2016.
- All students have access to tutoring in a variety of environments, regularly scheduled, drop in tutoring, teacher-directed targeted concept workshops. Tutoring is also available during Gap Period Tuesdays and in the Library until 6:00 p.m. Monday-Thursday for students with extra-curricular commitments. 81% of GHCHS students accessed academic tutoring in 2015-16. 9% accessed Tuesday Gap Period tutoring and 18% participated in after school enrichment classes. 69% of the student body accessed the Library extended hours and tutoring available. Total student engagement for all tutoring, support and enrichment for all subjects was 80%. 2016 data evaluated show that 70% of students with a GPA of less than 2.0 or below participated in tutoring and/or enrichment during the spring semester, the majority being students with those with a GPA of 2.0<3.0. Summer school provided not only remediation and credit retrieval but through senior boot camp 34 students were able to complete graduation requirements. Also in late 2016 the rollout began for student full and free access to the live online tutoring program, tutor.com that supported all but a very few academic areas and courses offered on

the GHCHS campus (e.g. Arabic, and Mandarin languages).

B. All students had access to ELA intervention, support and enrichment and advanced placement early in the academic year. Students in need of ELA support were identified for English Language tutoring with 326 students participating. Data shows that 23% of students accessing tutoring improved their grades and 56% maintained their passing grades in English Language Arts from fall to spring semesters. SAT Writing Workshops were provided through the after school program as well as a variety of courses support of English language arts skills development. In 2016, 27% of the grade 9-11 GHCHS enrollment accessed summer school (894 students), of that 12% (105 students) accessed English remediation coursework with a 90% pass rate.

C. All students had access to math intervention, support and enrichment and advanced placement early in the academic year. Targeted Algebra I and Algebra II Tutoring was provided in 2015-16 with a total of 419 students participating. Data shows that 11% of students accessing tutoring improved their grades and 47% maintained their passing grades in Mathematics from fall to spring semesters. In 2016, 27% of the grade 9-11 GHCHS enrollment accessed summer school (894 students), of that 18% (165 students) accessed mathematics remediation coursework with a 90% pass rate.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>A. Summer Transition Academy to provide for incoming student assessment, evaluation, assistance, intervention and enrichment in ELA and Math as well as acclimation to the high school environment and school expectations Summer School remedial support for all students and Senior Boot Camp.</p>	<p>ACTUAL</p> <p>Summer Transition Academy was provided for all incoming students to provide student assessment, evaluation, assistance, intervention and enrichment in ELA and Math as well as acclimation to the high school environment and school expectations Summer School remedial support and Senior Boot Camp</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$161,000 Certificated expense \$48,800 Benefits expense Total: \$209,800 LCFF Base Funds - 1000-1999 Certificated Salaries - LCFF Base: \$209,800 Summer School Instructional Aides\$27,000 Classified Salaries\$6,000 BenefitsTotal: \$33,000 - 2000-2999 Classified Salaries - LCFF Base: \$33,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$163,068 Certificated Salaries; \$24,091 Benefits - 1000-1999 Certificated Salaries - LCFF Base: \$187,159 \$25,185 Classified Salaries; \$7,886 Employee Benefits - 2000-2999 Classified Salaries - LCFF Base: \$33,071</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>A. Summer Bridge - Targeted STA support for EL Students in support of ELA and Math skills development</p>	<p>ACTUAL</p> <p>Targeted support for English Learners were offered in the Summer Transition Academy providing greater acclimation, assessment and skills development for our EL Students.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>\$4,000 Certificated Salaries \$1,100 Benefits Total: \$5,100 LCFF Supplemental Funds - 1000-1999 Certificated Salaries - LCFF S & C: \$5,100</p>	<p>ESTIMATED ACTUAL</p> <p>Summer-Targeted STA Support for EL students \$3905 Salary, \$616 benefits - 1000-1999 Certificated Salaries - LCFF S & C: \$4,521</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>B. ELA Intervention C. Math Intervention Co-taught select social studies and science classes Co-taught select algebra 1, algebra 2 and geometry classes</p>	<p>ACTUAL</p> <p>Co-taught Algebra I, Algebra II, geometry, physics and social studies classes were provided as planned.</p>
<p>Expenditures</p>	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

	<p>Co-teaching Program for math, social science, and science for Math & ELA intervention (40)\$584,000 Certificated salaries\$250,000 BenefitsTotal \$834,000 (Title I and) LCFF Base FundsExpense split between funding sources - 1000-1999 Certificated Salaries - LCFF Base: \$200,877 Co-Teaching to Title I funding for low income students - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$633,123</p>	<p>Co-Teaching Program was all covered by Title I funding for 2016-17 - 1000-1999 Certificated Salaries - LCFF Base: \$0 \$379,451.32 Certificated Salaries; \$79,590 Classified Salaries; \$210,768.77 Employee Benefits - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$669,810</p>
Actions/Services	<p>PLANNED</p> <p>Intervention Coordinator to coordinate and collaborate with counseling and other student support staff to oversee, evaluate and implement student intervention and support (43)</p>	<p>ACTUAL</p> <p>The Intervention Coordinator position was filled in November, 2016 and provided leadership and services for students as planned for the remaining school year.</p>
Expenditures	<p>BUDGETED</p> <p>\$75,000 Salary expenditure \$27,000 Benefits expenditure \$102,000 Total LCAP Supplemental Funds (43) - 1000-1999 Certificated Salaries - LCFF S & C: \$102,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$108,645 salary, \$48,890 benefits - Intervention Coordinator - 1000-1999 Certificated Salaries - LCFF S & C: \$157,535</p>
Actions/Services	<p>PLANNED</p> <p>Supplemental Education Services for eligible low income students as required by Program Improvement Year 2</p>	<p>ACTUAL</p> <p>The Supplemental Education Services (SES) Title I required set aside for eligible low income students was not longer required due to the change in school assessment and program improvement requirements. We continued to serve a small number of students with a contracted provider in addition to the many tutoring and student supports provided by GHCHS offered in a variety of venues, (e.g. After Hours Activities (AHA) Program before and after school tutoring and enrichment, peer tutors, study hall, online access through tutor.com, etc.)</p>
Expenditures	<p>BUDGETED</p> <p>SES Services for eligible students (43) - 5000-5999 Services and Other Operating Expenses - Federal</p>	<p>ESTIMATED ACTUAL</p> <p>contracted SES Services - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I:</p>

	Revenues - Title I: \$74,125	\$4,500
Actions/Services	<p>PLANNED</p> <p>After Hours Activities - Tutoring and Enrichment Support</p>	<p>ACTUAL</p> <p>The After Hours Activities Program provided before and after school tutoring, peer tutoring and targeted tutoring activities and enrichment classes throughout the school year open to all students. The actual annual grant allocation is \$230,000 as opposed to the \$250,000 budgeted.</p>
Expenditures	<p>BUDGETED</p> <p>AHA Grant (42) Services students with before and after school tutoring, support and enrichment. - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title IV: \$230,000</p>	<p>ESTIMATED ACTUAL</p> <p>Actual contract amount \$230,000 - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title IV: \$230,000</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of Summer Transition Academy cohorts took place and were based upon math and English which included diagnostic, benchmarks and the measure of student level and growth preparing them for the fall. Data analysis was utilized to insure proper student placement and identification of at-risk incoming students for future support.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

Students were placed in appropriate courses based on STA recommendations. Acclimation to school culture, behavior expectations and positive reinforcement around the culture of attendance and academic success help students to transition from middle school to the large high school environment. Academic growth data was reviewed within departments in order to monitor student success and help identify areas of need including English portfolio analysis. Summer staff debriefing helped refine the organization and implementation for the following year in order to streamline services. EL Students have a guided transition to the ESL Program and the school environment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Co-Teaching support was provided through Title I funding and not expended from LCFF base funds. Intervention Coordinator - projected salary and actual budget differences were due to new staffing and difference in pay rate as well as projected benefits.

Supplemental Education Services were no longer required by the State for Program Improvement

schools so was limited to a small number of needy students most of whom had received this service in a prior year.

After Hours Activities funded through the YPI 21st Century Learner Centers grant has an annual allocation of \$230,000 with two years remaining on this grant.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes to goal, actions or services are anticipated with the exception of Supplementation Education Services which are no longer required. Funding for Co-teaching support will continue under LCFF Base funding.

Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Stakeholder engagement and education on the LCAP and annual update took place throughout the school year in a variety of venues. Regularly scheduled Leadership meetings, School Site Council, Parent Advisory/Title I, ELAC, PTSA, Parent Ambassador and informal Pan con Café meetings have participated in input and update information as well as participation in the Annual Stakeholder Survey conducted by the Teachers College of Columbia University which included parents, students, faculty and staff. Regular open meetings of the School Site Council and presentations to the Governing Board along with website postings provided opportunities public review and reporting on LCAP progress and completion.

8/17/16 PTSA Meeting, 6:00 p.m. , Library

8/24/17 Parent Advisory/Title I Meeting, 6:30 p.m. Highlander Hall, SPSA, Parent Involvement Policy, LCFF/LCAP review, upcoming SSC elections

8/29/17 Governing Board Meeting, 4:00 p.m., Library

9/6/17 Parent Ambassador Meeting, 6:30 p.m., Library

Back to School Night 6:10-8:30 p.m., Parent Engagement Booth, Student support and Enrichment, Parent Involvement, Meetings and

9/8/17 Activities, LCFF & LCAP Materials Distributed, AGHA Booth, PTSA Booth-Membership and Meetings, Parent Training Opportunities – Home Access Center training, English and Spanish

9/17/17 Pan Con Café, 10:00 – 12:00 a.m., Library, Parent and Student Support and Participation Opportunities, LCFF and LCAP, ELAC and Parent Advisory

9/21/17 PTSA Meeting, 6:00 p.m. , Library

9/26/17 Governing Board Meeting, 4:00 p.m., Library

10/6/17 Leadership, 8:30 a.m., OI Conference Room

10/10/17 Parent Ambassador Meeting, 6:30 p.m., Library – Parent Outreach and Networking

10/13/17 ELAC Meeting, 8:30 a.m., Rawley Hall, LCFF and LCAP Introduction, Progress & Review

10/17/17 School Site Council Meeting, 3:30 p.m., OI Conference Room

10/17/17 Governing Board Meeting 4:00 p.m., Library

10/19/17 PTSA Meeting, 6:00 p.m., Library

11/7/17 School Site Council Meeting, 3:30 p.m., OI Conference Room

11/7/17 Governing Board Meeting 4:00 p.m., Library

11/16/17 PTSA Meeting, 6:00 p.m., Library

11/22/17 ELAC Meeting, 8:30 a.m., Rawley Hall, SPSA Progress & Budget Review, LCFF/LCAP progress, review and input

11/30/17 Parent Advisory/Title I Meeting, 6:30 p.m. – Library – SPSA Progress & Budget Review, LCFF/LCAP progress, review and input

12/1/17 Leadership, 8:30 a.m., OI Conference Room

12/5/17 School Site Council Meeting, 3:30 p.m., OI Conference Room

12/19/17 Governing Board Meeting 4:00 p.m., Library

1/9/17 Governing Board Meeting 4:00 p.m., Library

1/18/17 PTSA Meeting, 6:00 p.m., Library

1/23/17 School Site Council Meeting, 3:30 p.m., OI Conference Room

2/4/17 Pan Con Café, 10:00 – 12:00 a.m., Library, SPSA, LCAP-Parent review and input.

2/9/17 ELAC Meeting, 8:30 a.m., Rawley Hall, SPSA Progress & Budget Review, LCFF/LCAP progress, review and input

2/15/17 PTSA Meeting, 6:00 p.m., Library

2/25/17 iGranada Coffee Klatch – Parent Meeting, Intervention, SPSA, LCAP-Parent review and input, iGranada Devonshire Campus

2/27/17 School Site Council Meeting, 3:30 p.m., OI Conference Room

2/27/17 Governing Board Meeting 4:00 p.m., Library

3/8/17 Parent Advisory/Title I/LCAP Parent/Community Meeting

3/15/17 PTSA Meeting, 6:00 p.m., Library

3/30/17 Leadership, 8:30 a.m., OI Conference Room

4/3/17 School Site Council Meeting, 3:30 p.m., OI Conference Room

4/19/17 PTSA Meeting, 6:00 p.m., Library

4/24/17 School Site Council Meeting, 3:30 p.m., OI Conference Room

4/26/17 Parent Advisory/Title I/LCAP Parent/Community Meeting

5/9/17 Faculty Meeting

5/15/17 School Site Council Meeting, 3:30 p.m., OI Conference Room

5/22/17 GHCHS Governing Board Meeting

6/12/17 School Site Council Meeting, 3:30 p.m., OI Conference Room - Final approval and recommendation to the Board

6/19/17 GHCHS Governing Board Meeting - Public Meeting Presentation and Final adoption of the LCAP

How did these consultations impact the LCAP for the upcoming year?

Consultation with stakeholders continue to support the plans in progress as identified in the LCAP. Leadership, School Site Council, Parent Advisory/Title I, ELAC, PTSA, faculty and informal parent meetings show unanimous support for the plans and programs in place and need to continue on the trajectory of student support as planned.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Goal 1	<p><u>CONDITIONS OF LEARNING:</u> <i>GHCHS provides all staff and students with a safe, warm and welcoming school environment that promotes innovation, risk taking and learning. Along with building content knowledge using the California Common Core State Standards and the Next Generation Science Standards, teachers develop lessons that are rigorous and relevant. All students, including EL students, Foster Youth and low income have an opportunity to engage in active learning.</i></p> <p>1. BASIC SERVICES - State Priority I</p> <p>A. Teachers required to hold a credential will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.</p> <p>B. Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</p> <p>C. School facilities are clean and maintained in good repair. Daily cleanliness spot checks are conducted. Percentage of items on Site Inspection Lists are in compliance or good standings.</p> <p>2. IMPLEMENTATION OF COMMON CORE STATE STANDARDS (CCSS) - State Priority II</p> <p>A. Implementation</p> <ul style="list-style-type: none">• School will fully implement state-adopted ELA and Math academic content and performance standards by School Year 2014-15 for all student including subgroups.• School will seek to implement academic content and performance standards for all core subjects <i>as they are adopted by the state.</i>• <i>Teachers will participate in annual professional development on the implementation of the Common Core State Standards.</i>• <i>All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards.</i> <p>B. EL Students and Academic Content Knowledge</p> <ul style="list-style-type: none">• All EL students will gain academic content knowledge through the state-adopted academic content and performance standards.• All teachers of English Learners, EL and RFEP will participate in Professional Development provided by		

professional experts in the field to provide on implementation of the CCSS with specific application of SDAIE and ELD instructional strategies – All teachers of English Learners, EL and RFEP will participate in **Professional Development provided by professional experts in the field** to provide appropriate use of differentiation, SDAIE and ELD instructional strategies.

3. COURSE ACCESS - State Priority VII

Students including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities and Foster Youth), unduplicated students and students with exceptional needs will have access to academic and educational programs as outlined in the school's charter.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

1. All GHCHS teachers must hold a valid CA Teaching credential. All students are to be provided access to standards-aligned materials and school facilities are clean and maintained in good repair. No additional basic need has been identified at this time.
2. 100% Implementation of the CCSS and 100% Implementation of the CCSS for EL Students.
3. All students will have access to a full and rich a-g course of study, opportunities to remediate coursework, evaluation/assessment for appropriate course placement and support, and access to higher level courses.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CCTC records, SARC, Facilities reports, Socio-economic disadvantaged enrollment, Classroom Observations by Administrators, Master Schedule,	<p>BASIC SERVICES: A. 100% of all teachers are fully credentialed and appropriately placed per ESEA.(Current CCTC records maintained.) B. 100% of all students have access to standards-aligned instructional materials. (Annual School Accountability Report Card (SARC) Report.)</p>	<p>BASIC SERVICES: A. 100% of all teachers are fully credentialed and appropriately placed per ESEA.(Current CCTC records maintained.) B. 100% of all students have access to standards-aligned instructional materials. (Annual School Accountability Report Card (SARC) Report.)</p>	<p>BASIC SERVICES: A. 100% of all teachers are fully credentialed and appropriately placed per ESEA.(Current CCTC records maintained.) B. 100% of all students have access to standards-aligned instructional materials. (Annual School Accountability Report Card (SARC) Report.)</p>	<p>BASIC SERVICES: A. 100% of all teachers are fully credentialed and appropriately placed per ESEA.(Current CCTC records maintained.) B. 100% of all students have access to standards-aligned instructional materials. (Annual School Accountability Report Card (SARC) Report.)</p>

C. All school facilities are maintained and in good report. Daily spot checks and greater or equal to 90% compliance on-site inspections.

IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS (CCSS)

A. 100% Implementation of CCSS - Documentation of Professional development focusing on Common Core State Standards (CCSS); classroom observations by administrators

B. 100% Implementation of the CCSS for EL Students - Documentation of professional development on CCSS and EL Learners; classroom observations by administrators

COURSE ACCESS

A. 98% of all incoming students will participate in Summer Transition Academy (Summer Bridge) - **metric** STA attendance rate

B. 100% student access to ELA intervention, support services, enrichment and advanced placement early in academic year - **metric** Documentation of student participation in ELA

C. All school facilities are maintained and in good report. Daily spot checks and greater or equal to 90% compliance on-site inspections.

IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS (CCSS)

A. 100% Implementation of CCSS - Documentation of Professional development focusing on Common Core State Standards (CCSS); classroom observations by administrators

B. 100% Implementation of the CCSS for EL Students - Documentation of professional development on CCSS and EL Learners; classroom observations by administrators

COURSE ACCESS

A. 98% of all incoming students will participate in Summer Transition Academy (Summer Bridge) - **metric** STA attendance rate

B. 100% student access to ELA intervention, support services, enrichment and advanced placement early in academic year - **metric** Documentation of student participation in ELA

C. All school facilities are maintained and in good report. Daily spot checks and greater or equal to 90% compliance on-inspections.

IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS (CCSS)

A. 100% Implementation of CCSS - Documentation of Professional development focusing on Common Core State Standards (CCSS); classroom observations by administrators

B. 100% Implementation of the CCSS for EL Students - Documentation of professional development on CCSS and EL Learners; classroom observations by administrators

COURSE ACCESS

A. 98% of all incoming students will participate in Summer Transition Academy (Summer Bridge) - **metric** STA attendance rate

B. 100% student access to ELA intervention, support services, enrichment and advanced placement early in academic year - **metric** Documentation of student participation in ELA intervention and enrichment

C. All school facilities are maintained and in good report. Daily spot checks and greater or equal to 90% compliance on-site inspections.

IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS (CCSS)

A. 100% Implementation of CCSS - Documentation of Professional development focusing on Common Core State Standards (CCSS); classroom observations by administrators

B. 100% Implementation of the CCSS for EL Students - Documentation of professional development on CCSS and EL Learners; classroom observations by administrators

COURSE ACCESS

A. 98% of all incoming students will participate in Summer Transition Academy (Summer Bridge) - **metric** STA attendance rate

B. 100% student access to ELA intervention, support services, enrichment and advanced placement early in academic year - **metric** Documentation of student participation in ELA

	<p>intervention and enrichment activities including summer school.</p> <p>C. 100% student access to Math intervention, support services, enrichment and advanced placement early in academic year - metric Documentation of student participation in Math intervention and enrichment activities including summer school.</p>	<p>intervention and enrichment activities including summer school.</p> <p>C. 100% student access to Math intervention, support services, enrichment and advanced placement early in academic year - metric Documentation of student participation in Math intervention and enrichment activities including summer school.</p>	<p>activities including summer school.</p> <p>C. 100% student access to Math intervention, support services, enrichment and advanced placement early in academic year - metric Documentation of student participation in Math intervention and enrichment activities including summer school.</p>	<p>intervention and enrichment activities including summer school.</p> <p>C. 100% student access to Math intervention, support services, enrichment and advanced placement early in academic year - metric Documentation of student participation in Math intervention and enrichment activities including summer school.</p>
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide Functional School Facilities: Including Custodial/Maintenance, Security, Cafeteria Staff, Office Staff, etc. and Operations Contracts/Supplies and Cafeteria Food Supplies.	Provide Functional School Facilities: Including Custodial/Maintenance, Security, Cafeteria Staff, Office Staff, etc. and Operations Contracts/Supplies and Cafeteria Food Supplies.	Provide Functional School Facilities: Including Custodial/Maintenance, Security, Cafeteria Staff, Office Staff, etc. and Operations Contracts/Supplies and Cafeteria Food Supplies.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$4,162,731"/>	Amount <input type="text" value="\$4,112,137"/>	Amount <input type="text" value="\$4,136,993"/>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Salaries	Budget Reference	Classified Salaries; Salaries	Budget Reference	Classified Salaries; Salaries
Amount	\$1,576,200	Amount	\$1,710,205	Amount	\$1,872,796
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits
Amount	\$676,785	Amount	\$670,246	Amount	\$687,002
Source	Other Federal Funds	Source	Other Federal Funds	Source	Other State Revenues
Budget Reference	Classified Salaries; Restricted Salaries	Budget Reference	Classified Salaries; Restricted Salaries	Budget Reference	Classified Salaries; Restricted Salaries
Amount	\$325,780	Amount	\$350,617	Amount	\$383,904
Source	Other Federal Funds	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Employee Benefits; Restricted Benefits	Budget Reference	Employee Benefits; Restricted Benefits	Budget Reference	Employee Benefits; Restricted Benefits
Amount	\$2,029,059	Amount	\$2,279,380	Amount	\$2,008,364
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Supplies	Budget Reference	Books and Supplies; Supplies	Budget Reference	Books and Supplies; Supplies
Amount	\$816,328	Amount	\$844,300	Amount	\$913,200
Source	Other Federal Funds	Source	Other Federal Funds	Source	Other Federal Funds
Budget Reference	Books and Supplies; Supplies - Other	Budget Reference	Books and Supplies; Supplies - Other	Budget Reference	Books and Supplies; Supplies - Other
Amount	\$2,581,500	Amount	\$2,485,590	Amount	\$2,565,801
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating	Budget Reference	Services and Other Operating	Budget Reference	Services and Other Operating

	Expenses; Operations		Expenses; Operations		Expenses; Operations
Amount	\$2,111,745	Amount	\$2,292,363	Amount	\$2,053,573
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Service Contracts	Budget Reference	Services and Other Operating Expenses; Service Contracts	Budget Reference	Services and Other Operating Expenses; Service Contracts
Amount	\$1,486,157	Amount	\$850,000	Amount	\$850,000
Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Capital Outlay; CTEIG - Classroom Renovation/Capital Outlay	Budget Reference	Capital Outlay; CTEIG - Classroom Renovation/Capital Outlay	Budget Reference	Capital Outlay; Capital Outlay
Amount	\$642,057	Amount	\$643,347	Amount	\$642,225
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Other; Other Outgo	Budget Reference	Other; Other Outgo	Budget Reference	Other; Other Outgo

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Subsidize student reduced meal expenses	Subsidize student reduced meal expenses	Subsidize student reduced meal expenses

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$51,000	Amount: \$51,000	Amount: \$51,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Books and Supplies; Subsidize student reduced meal expenses	Budget Reference: Books and Supplies; Subsidize student reduced meal expenses	Budget Reference: Books and Supplies; Subsidize student reduced meal expenses

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Supervision and staffing of instructional program, including credentialed teachers and administrators.	Supervision and staffing of instructional program, including credentialed teachers and administrators.	Supervision and staffing of instructional program, including credentialed teachers and administrators.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$17,185,124	Amount	\$16,732,368	Amount	\$16,934,753
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries	Budget Reference	Certificated Salaries; Certificated Salaries	Budget Reference	Certificated Salaries; Certificated Salaries
Amount	\$5,781,390	Amount	\$6,198,068	Amount	\$6,778,427

Source

LCFF

Source

LCFF

Source

LCFF

Budget
Reference

Employee Benefits;
Employee Benefits

Budget
Reference

Employee Benefits;
Employee Benefits

Budget
Reference

Employee Benefits;
Employee Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition	Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition	Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$222,030	Amount: \$221,580	Amount: \$207,495
Source: Other State Revenues	Source: Other State Revenues	Source: LCFF
Budget Reference: Books and Supplies; Instructional Materials aligned to CCSS (State Lottery)	Budget Reference: Books and Supplies; Instructional Materials aligned to CCSS (State Lottery)	Budget Reference: Books and Supplies; Instructional Materials aligned to CCSS (State Lottery)

Amount	\$219,357	Amount	\$113,907	Amount	\$176,897
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Instructional Materials aligned to CCSS	Budget Reference	Books and Supplies; Instructional Materials aligned to CCSS	Budget Reference	Books and Supplies; Instructional Materials aligned to CCSS

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Professional Development - Granada Hills Charter teachers and appropriate staff will participate in Professional Development and training in the following areas:</p> <ul style="list-style-type: none"> • California Common Core State Content Standards • appropriate learning environments, test preparation, strategies and materials for high stakes testing • specialized training for teachers of English Learners and RFEP with application of SDAIE and ELD instructional strategies 	<p>Professional Development - Granada Hills Charter teachers and appropriate staff will participate in Professional Development and training in the following areas:</p> <ul style="list-style-type: none"> • California Common Core State Content Standards • appropriate learning environments, test preparation, strategies and materials for high stakes testing • specialized training for teachers of English Learners and RFEP with application of SDAIE and ELD instructional strategies 	<p>Professional Development - Granada Hills Charter teachers and appropriate staff will participate in Professional Development and training in the following areas:</p> <ul style="list-style-type: none"> • California Common Core State Content Standards • appropriate learning environments, test preparation, strategies and materials for high stakes testing • specialized training for teachers of English Learners and RFEP with application of SDAIE and ELD instructional strategies

- General professional development and training for job performance improvement

- General professional development and training for job performance improvement

- General professional development and training for job performance improvement

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$12,000	Amount	\$12,000	Amount	\$12,000
Source	Federal Revenues - Title II	Source	Federal Revenues - Title II	Source	Federal Revenues - Title II
Budget Reference	Services and Other Operating Expenses; GHCHS teachers will participate in Professional Development, trainings and workshops on CA CCSS	Budget Reference	Services and Other Operating Expenses; GHCHS teachers will participate in Professional Development, trainings and workshops on CA CCSS	Budget Reference	Services and Other Operating Expenses; GHCHS teachers will participate in Professional Development, trainings and workshops on CA CCSS
Amount	\$113,425	Amount	\$113,425	Amount	\$123,425
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; GHCHS teachers will participate in Professional Development, trainings and workshops on CA CCSS	Budget Reference	Services and Other Operating Expenses; GHCHS teachers will participate in Professional Development, trainings and workshops on CA CCSS	Budget Reference	Services and Other Operating Expenses; GHCHS teachers will participate in Professional Development, trainings and workshops on CA CCSS

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Professional Development - General Professional Development will be provided for classified staff for school and job performance improvement.	Professional Development - General Professional Development will be provided for classified staff for school and job performance improvement.	Professional Development - General Professional Development will be provided for classified staff for school and job performance improvement.

BUDGET EXPENDITURES

2017-18

Amount

\$65,575

Source

LCFF

Budget
Reference

Services and Other Operating
Expenses;
General Staff PD

2018-19

Amount

\$65,575

Source

LCFF

Budget
Reference

Services and Other Operating
Expenses;
General Staff PD

2019-20

Amount

\$65,575

Source

LCFF

Budget
Reference

Services and Other Operating
Expenses;
General Staff PD

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Additional Period 0 and 7 course offerings for preparation and support for student access to higher level courses and remediation.	Additional Period 0 and 7 course offerings for preparation and support for student access to higher level courses and remediation.	Additional Period 0 and 7 course offerings for preparation and support for student access to higher level courses and remediation.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$777,557	Amount: \$796,996	Amount: \$816,921
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries; Certificated Salaries	Budget Reference: Certificated Salaries; Certificated Salaries	Budget Reference: Certificated Salaries; Certificated Salaries
Amount: \$264,567	Amount: \$295,135	Amount: \$322,704

Source

LCFF

Source

LCFF

Source

LCFF

Budget
Reference

Employee Benefits;
Certificated Benefits

Budget
Reference

Employee Benefits;
Certificated Benefits

Budget
Reference

Employee Benefits;
Certificated Benefits

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Online Curriculum Access	Online Curriculum Access	Online Curriculum Access

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$870,743 Source: LCFF Budget Reference: Services and Other Operating Expenses; Accelerated Learning	Amount: \$870,743 Source: LCFF Budget Reference: Services and Other Operating Expenses; Accelerated Learning	Amount: \$870,743 Source: LCFF Budget Reference: Services and Other Operating Expenses; Accelerated Learning

Goal 2

ENGAGEMENT:

GHCHS values school safety, educational and enrichment opportunities for all and a school climate that fosters success. Parents, students and staff have multiple avenues and opportunities to engage in the betterment of the organization.

1. PARENT INVOLVEMENT - State Priority III

- School will provide opportunities for parent involvement
- School will provide opportunities for parent input in committee meetings and informational sessions

2. STUDENT ENGAGEMENT - State Priority V

Pupil engagement as measured by:

A. School attendance rate - School will maintain a high ADA rate

B. Chronic absenteeism rate - School will maintain a high ADA rate; fewer than 5% of students will meet or surpass threshold for absenteeism

C. Middle school dropout rate (Not Applicable)

D. High school dropout rate

- School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school. The cohort dropout rate will improve annually with a 2012 baseline of 4.4%)
- Subgroups with dropout rates above the average cohort dropout rate will improve annually based on 2012 percentages as a baseline. (Hispanic – 6.9%, English Learners – 15.4%, Special Education – 9.4%, Socioeconomically Disadvantaged 4.3%)

E. High school graduation rate

- School will graduate 90+% of persisting seniors; cohort graduation rates will be higher than graduation rates at comparable neighborhood schools.
- Cohort graduation rate of 92.1 (2012) will increase annually
- Subgroup cohort graduation rate will increase annually to meet the State identified target subgroup grad rate requirement. Hispanic/Latino (2012- 88.6%) (*Note the Class of 2013 Grad target rate is 88.6%), English Learners (2012-59.6%), Special Education (2012-59.4%), Socioeconomically Disadvantaged (2012-92.2%)

3. SCHOOL CLIMATE - State Priority VI

As measured by:

A. Pupil suspension rates - School will reduce its suspension rates each year of operation

B. Pupil expulsion rates - School will maintain a low <1% annual pupil expulsion rate

C. School Connectedness

- Continued implementation of athletics, after-school programs, family and community outreach and other programs integral to school operations
- Continued involvement of families in all key school operations and program.
- Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

Identified Need:

100% Parent access to opportunities for participation and input on school decision-making, parent education and empowerment, resources and information.

Student attendance rate and graduation rate for all students and student subgroups will improve annually. Student absentee rate and dropout rate for all students and student subgroups will decrease annually. Focus will remain on improving the graduation rate among Black and African American students, English Learners, Socioeconomically Disadvantaged, and Special Education students.

All students will have access to a full and rich a-g course of study, opportunities to remediate coursework, evaluation/assessment for appropriate course placement and support, and access to higher level courses.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Documentation of parent meetings; Parent survey results, Annual attendance, absenteeism, Dropout and graduation rate, Suspension and expulsions rates and Stakeholder surveys	Parent Engagement: Minimum of 3 or more activities or events per semester providing information and seeking input from parents/guardians. Minimum of 2 parents on Advisory Council.	Parent Engagement: Minimum of 3 or more activities or events per semester providing information and seeking input from parents/guardians. Minimum of 2 parents on Advisory Council.	Parent Engagement: Minimum of 3 or more activities or events per semester providing information and seeking input from parents/guardians. Minimum of 2 parents on Advisory Council.	Parent Engagement: Minimum of 3 or more activities or events per semester providing information and seeking input from parents/guardians. Minimum of 2 parents on Advisory Council.

	<p>Pupil Engagement:</p> <p>A. Attendance (ADA) rate > 95%</p> <p>B. Absenteeism < 5%</p> <p>C. N/A</p> <p>D. Dropout rate lower than comparable neighboring schools</p> <p>E. Meet or exceed CDE graduation rate - Graduation rate higher than comparable neighboring schools</p> <p>Course Access: 100% Access to academic and educational programs as outlined in the school's charter.</p>	<p>Pupil Engagement:</p> <p>A. Attendance (ADA) rate > 95%</p> <p>B. Absenteeism < 5%</p> <p>C. N/A</p> <p>D. Dropout rate lower than comparable neighboring schools</p> <p>E. Meet or exceed CDE graduation rate - Graduation rate higher than comparable neighboring schools</p> <p>Course Access: 100% Access to academic and educational programs as outlined in the school's charter.</p>	<p>Pupil Engagement:</p> <p>A. Attendance (ADA) rate > 95%</p> <p>B. Absenteeism < 5%</p> <p>C. N/A</p> <p>D. Dropout rate lower than comparable neighboring schools</p> <p>E. Meet or exceed CDE graduation rate - Graduation rate higher than comparable neighboring schools</p> <p>Course Access: 100% Access to academic and educational programs as outlined in the school's charter.</p>	<p>Pupil Engagement:</p> <p>A. Attendance (ADA) rate > 95%</p> <p>B. Absenteeism < 5%</p> <p>C. N/A</p> <p>D. Dropout rate lower than comparable neighboring schools</p> <p>E. Meet or exceed CDE graduation rate - Graduation rate higher than comparable neighboring schools</p> <p>Course Access: 100% Access to academic and educational programs as outlined in the school's charter.</p>
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth
	<input checked="" type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Parent Outreach: Charter school will host a minimum of three parent informational/activities/events per semester to seek encourage parent participation and seek parent/guardian input for decision-making For EL and RFEP pupils: Outreach and ELAC Parent Meetings will be held at least twice annually, services will be extended to provide for English translation and expansion of parent meetings to address the needs of the EL/RFEP parents. (ELAC, Pan con Café, etc.) and</p>	<p>Parent Outreach: Charter school will host a minimum of three parent informational/activities/events per semester to seek encourage parent participation and seek parent/guardian input for decision-making For EL and RFEP pupils: Outreach and ELAC Parent Meetings will be held at least twice annually, services will be extended to provide for English translation and expansion of parent meetings to address the needs of the EL/RFEP parents. (ELAC, Pan con Café, etc.) and</p>	<p>Parent Outreach: Charter school will host a minimum of three parent informational/activities/events per semester to seek encourage parent participation and seek parent/guardian input for decision-making For EL and RFEP pupils: Outreach and ELAC Parent Meetings will be held at least twice annually, services will be extended to provide for English translation and expansion of parent meetings to address the needs of the EL/RFEP parents. (ELAC, Pan con Café, etc.) and</p>

continue to encourage participation, parent education, empowerment and leadership For Foster Youth: Continue outreach to Parent/Foster Guardians and Group Homes/Agencies with informational meetings, input, communications and relationship-building to insure student support For Low Income pupils: Outreach and Title I Parent Meetings will be held at least twice annually. Efforts will continue to encourage parent participation, build leadership skills and provide parent education and information opportunities. Parent Involvement Funding to assist in covering parent volunteer expenses, TB Testing, LiveScan, as needed, etc.

continue to encourage participation, parent education, empowerment and leadership For Foster Youth: Continue outreach to Parent/Foster Guardians and Group Homes/Agencies with informational meetings, input, communications and relationship-building to insure student support For Low Income pupils: Outreach and Title I Parent Meetings will be held at least twice annually. Efforts will continue to encourage parent participation, build leadership skills and provide parent education and information opportunities. Parent Involvement Funding to assist in covering parent volunteer expenses, TB Testing, LiveScan, as needed, etc.

continue to encourage participation, parent education, empowerment and leadership For Foster Youth: Continue outreach to Parent/Foster Guardians and Group Homes/Agencies with informational meetings, input, communications and relationship-building to insure student support For Low Income pupils: Outreach and Title I Parent Meetings will be held at least twice annually. Efforts will continue to encourage parent participation, build leadership skills and provide parent education and information opportunities. Parent Involvement Funding to assist in covering parent volunteer expenses, TB Testing, LiveScan, as needed, etc.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$7,079	Amount	\$7,079	Amount	\$7,079
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Books and Supplies; Parent Outreach for Title I, EL/RFEP and Foster Youth Parents and Guardians Outreach meetings and materials and Parent Volunteer Expense Reimbursement	Budget Reference	Books and Supplies; Parent Outreach for Title I, EL/RFEP and Foster Youth Parents and Guardians Outreach meetings and materials and Parent Volunteer Expense Reimbursement	Budget Reference	Books and Supplies; Parent Outreach for Title I, EL/RFEP and Foster Youth Parents and Guardians Outreach meetings and materials and Parent Volunteer Expense Reimbursement
Amount	\$35,000	Amount	\$36,000	Amount	\$37,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Parent Outreach including Summer Mailings to families	Budget Reference	Books and Supplies; Parent Outreach including Summer Mailings to families	Budget Reference	Books and Supplies; Parent Outreach including Summer Mailings to families

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Attendance Personnel/Staffing	Attendance Personnel/Staffing	Attendance Personnel/Staffing

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$148,444	Amount	\$152,155	Amount	\$155,959
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Attendance Personnel - Classified Salaries	Budget Reference	Classified Salaries; Attendance Personnel -Classified Salaries	Budget Reference	Classified Salaries; Attendance Personnel -Classified Salaries
Amount	\$71,456	Amount	\$79,595	Amount	\$87,152

Source

LCFF

Source

LCFF

Source

LCFF

Budget
Reference

Employee Benefits;
Attendance Personnel - Classified
Benefits

Budget
Reference

Employee Benefits;
Attendance Personnel - Classified
Benefits

Budget
Reference

Employee Benefits;
Attendance Personnel -
Classified Benefits

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Staffing of Counseling Services and extended counseling hours	Staffing of Counseling Services and extended counseling hours	Staffing of Counseling Services and extended counseling hours

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$175,670	Amount: \$180,062	Amount: \$184,563
Source: Federal Revenues - Title I	Source: Federal Revenues - Title I	Source: Federal Revenues - Title I
Budget Reference: Certificated Salaries; Counseling - Certificated Salaries	Budget Reference: Certificated Salaries; Counseling - Certificated Salaries	Budget Reference: Certificated Salaries; Counseling - Certificated Salaries
Amount: \$59,773	Amount: \$66,679	Amount: \$72,907

Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Employee Benefits; Counseling - Certificated Benefits	Budget Reference	Employee Benefits; Counseling - Certificated Benefits	Budget Reference	Employee Benefits; Counseling - Certificated Benefits
Amount	\$967,574	Amount	\$991,763	Amount	\$1,016,557
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Counseling - Certificated Salaries	Budget Reference	Certificated Salaries; Counseling - Certificated Salaries	Budget Reference	Certificated Salaries; Counseling - Certificated Salaries
Amount	\$329,222	Amount	\$367,259	Amount	\$401,565
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Counseling - Certificated Benefits	Budget Reference	Employee Benefits; Counseling - Certificated Benefits	Budget Reference	Employee Benefits; Counseling - Certificated Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Specialized Services and Targeted Support for Foster Youth and English Learners:</p> <ul style="list-style-type: none"> • Transition Teacher to Support Foster Youth • Foster Youth Counselor (40%), AB 167 Support • Transcript evaluation, course placement, advisement and support • English Learner Counselor (40%) • English Learner Coordinator/Case Carrier and Staff Development Assistant • EL Additional Resources: College Outreach, Field Trips, Transportation and Entrance Fees, EL special projects, motivational materials/programs, library 	<p>Specialized Services and Targeted Support for Foster Youth and English Learners:</p> <ul style="list-style-type: none"> • Transition Teacher to Support Foster Youth • Foster Youth Counselor (40%), AB 167 Support • Transcript evaluation, course placement, advisement and support • English Learner Counselor (40%) • English Learner Coordinator/Case Carrier and Staff Development Assistant • EL Additional Resources: College Outreach, Field Trips, Transportation and Entrance Fees, EL special projects, motivational materials/programs, library 	<p>Specialized Services and Targeted Support for Foster Youth and English Learners:</p> <ul style="list-style-type: none"> • Transition Teacher to Support Foster Youth • Foster Youth Counselor (40%), AB 167 Support • Transcript evaluation, course placement, advisement and support • English Learner Counselor (40%) • English Learner Coordinator/Case Carrier and Staff Development Assistant • EL Additional Resources: College Outreach, Field Trips, Transportation and Entrance Fees, EL special projects, motivational materials/programs, library

and instructional materials for student engagement

- ESL Staffing of ESL 1, ESL 2, ESL 4 and ESL 4 (four teachers, two periods per day)
- Summer CELDT testing of incoming students providing for early identification of EL students and early support.

and instructional materials for student engagement

- ESL Staffing of ESL 1, ESL 2, ESL 4 and ESL 4 (four teachers, two periods per day)
- Summer CELDT testing of incoming students providing for early identification of EL students and early support.

and instructional materials for student engagement

- ESL Staffing of ESL 1, ESL 2, ESL 4 and ESL 4 (four teachers, two periods per day)
- Summer CELDT testing of incoming students providing for early identification of EL students and early support.

BUDGET EXPENDITURES

2017-18

Amount	\$306,332
Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salary
Amount	\$104,231
Source	LCFF
Budget Reference	Employee Benefits; Certificated Benefits
Amount	\$33,500
Source	LCFF
Budget Reference	Books and Supplies; Materials and Supplies
Amount	\$1,000
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Contracted Services

2018-19

Amount	\$313,991
Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salary
Amount	\$116,274
Source	LCFF
Budget Reference	Employee Benefits; Certificated Benefits
Amount	\$33,500
Source	LCFF
Budget Reference	Books and Supplies; Materials and Supplies
Amount	\$1,000
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Contracted Services

2019-20

Amount	\$321,840
Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salary
Amount	\$127,135
Source	LCFF
Budget Reference	Employee Benefits; Certificated Benefits
Amount	\$33,500
Source	LCFF
Budget Reference	Books and Supplies; Materials and Supplies
Amount	\$1,000
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Contracted Services

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Discipline Deans Staffing	Discipline Deans Staffing	Discipline Deans Staffing

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$485,115	Amount	\$497,243	Amount	\$509,674
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Deans - Certificated Salaries	Budget Reference	Certificated Salaries; Deans - Certificated Salaries	Budget Reference	Certificated Salaries; Deans - Certificated Salaries
Amount	\$165,063	Amount	\$184,134	Amount	\$201,334
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Employee Benefits;
Deans - Certificated Benefits

Budget
Reference

Employee Benefits;
Deans - Certificated Benefits

Budget
Reference

Employee Benefits;
Deans - Certificated Benefits

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Activities and Outreach Classified Staffing and Program Support - includes Outreach Coordinator, webmaster, social media, Activities Office and Athletic Director, and service contracts.	Activities and Outreach Classified Staffing and Program Support - includes Outreach Coordinator, webmaster, social media, Activities Office and Athletic Director, and service contracts.	Activities and Outreach Classified Staffing and Program Support - includes Outreach Coordinator, webmaster, social media, Activities Office and Athletic Director, and service contracts.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$187,117	Amount	\$191,795	Amount	\$196,590
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Activities and Outreach -	Budget Reference	Classified Salaries; Activities and Outreach -	Budget Reference	Classified Salaries; Activities and Outreach -

	Classified Salaries		Classified Salaries		Classified Salaries
Amount	\$90,071	Amount	\$100,331	Amount	\$109,856
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Activities and Outreach - Classified Benefits	Budget Reference	Employee Benefits; Activities and Outreach - Classified Benefits	Budget Reference	Employee Benefits; Activities and Outreach - Classified Benefits

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth
	<input checked="" type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Expanded student health and additional mental health support, referral, suicide prevention and follow-up provided by a full time Psychiatric Social Worker and second full-time Nurse in support of foster youth and unduplicated population of students.	Expanded student health and additional mental health support, referral, suicide prevention and follow-up provided by a full time Psychiatric Social Worker and second full-time Nurse in support of foster youth and unduplicated population of students.	Expanded student health and additional mental health support, referral, suicide prevention and follow-up provided by a full time Psychiatric Social Worker and second full-time Nurse in support of foster youth and unduplicated population of students.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$130,610	Amount	\$133,875	Amount	\$137,222
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Certificated Salaries; Certificated Salaries	Budget Reference	Certificated Salaries; Certificated Salaries	Budget Reference	Certificated Salaries; Certificated Salaries
Amount	\$44,441	Amount	\$49,575	Amount	\$54,206
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Certificated Benefits	Budget Reference	Employee Benefits; Certificated Benefits	Budget Reference	Employee Benefits; Certificated Benefits

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
LCAP & Stakeholder School Satisfaction Survey Development and implementation Contract Provided by Columbia University Teachers College	LCAP & Stakeholder School Satisfaction Survey Development and implementation Contract Provided by Columbia University Teachers College	LCAP & Stakeholder School Satisfaction Survey Development and implementation Contract Provided by Columbia University Teachers College

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,256	Amount: \$6,256	Amount: \$6,256
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating Expenses; All Stakeholders-School Culture	Budget Reference: Services and Other Operating Expenses; All Stakeholders-School Culture	Budget Reference: Services and Other Operating Expenses; All Stakeholders-School Culture

Goal 3

PUPIL OUTCOMES:

GHCHS is committed to student college and career readiness. The school uses multiple measures, both internal and external, to gauge preparedness and proficiency. The school aims to instill its students with a lifelong love for learning.

1. STUDENT ACHIEVEMENT - State Priority IV

Pupil Achievement as measured by:

- A. Statewide Assessments - ELA/Literacy and Mathematics: Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will meet or exceed targets for growth set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics
- B. API - School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
- C. College and Career Readiness - Students are on track to be college and career ready (counseling assessment & PSAT)
- D. EL Progress - EL students will advance each academic year on the CELDT or other available external assessment such as the NWEA
- E. EL Reclassification Rates - EL students will be reclassified as Fluent English Proficient annually and perform "at or near standard" on the CAASPP statewide assessment
- F. AP Exam Passage - Students taking AP Exams will pass with a score of 3 or above
- G. College Preparedness -
 - All eleventh grade students will pass CAASSP Exams at a minimum level of "at or near standard"
 - Eleventh graders will pass CAASSP exams at higher rates than 11th graders at comparable neighborhood school
 - Graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood schools
 - The graduation rate with A-G completion will increase annually
 - Subgroups performing below the average school percentage will improve annually

2. INTERVENTION - State Priority VIII

- A. SUMMER BRIDGE - Incoming student participation in Summer Transition Academy for enrichment, intervention, assessment and identification of skills levels
- B. ELA INTERVENTION - Students will be placed correctly into ELA courses and access available student intervention and support early in the academic year and access intervention and

support services to insure successful achievement as well as access to advanced placement as available

C. MATH INTERVENTION - Students will be placed correctly into mathematics courses and access available student intervention and support early in the academic year

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

Provide support for all students, student subgroups and unduplicated population (low income, foster youth and English learners) in achieving the State Standards, graduating on time and preparing for college and career readiness.

To provide a foundation of support, all incoming students will participate in the Summer Transition Academy for school culture orientation, assessment and identification of skill levels to assure proper student placement, early intervention and enrichment. All students will have access to early academic intervention and support throughout the academic year in both English and mathematics.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CA School Dashboard results, PSAT (9th and 11th) ERW and Math Benchmarks, NWEA, AP Exam Pass Rate, CELDT and eLPAP results, annual Reclassification Rate, graduation and A-G completion rate, STA Attendance Rate, ELA and Math Intervention & Enrichment participation including Summer School	<p>Achievement:</p> <p>A. All students will meet or exceed targets for growth in Statewide Assessments</p> <p>B. GHCHS will meet the overall CDE School Dashboard performance expectation (yellow band or above).</p> <p>C. EL students will meet target for growth demonstrating proficiency in English Language development (EL Progress)</p>	<p>Achievement:</p> <p>A. All students will meet or exceed targets for growth in Statewide Assessments</p> <p>B. GHCHS will meet the overall CDE School Dashboard performance expectation (yellow band or above).</p> <p>C. EL students will meet target for growth demonstrating proficiency in English Language development (EL Progress)</p>	<p>Achievement:</p> <p>A. All students will meet or exceed targets for growth in Statewide Assessments</p> <p>B. GHCHS will meet the overall CDE School Dashboard performance expectation (yellow band or above).</p> <p>C. EL students will meet target for growth demonstrating proficiency in English Language development (EL Progress)</p>	<p>Achievement:</p> <p>A. All students will meet or exceed targets for growth in Statewide Assessments</p> <p>B. GHCHS will meet the overall CDE School Dashboard performance expectation (yellow band or above).</p> <p>C. EL students will meet target for growth demonstrating proficiency in English Language development (EL Progress)</p>

D. 10% of incoming EL students at placement levels 3 or 4 will reclassified as Fluent English Proficient annually - Meets or exceeds 10% target for growth (Metric: Reclassification Rate)

E. 100% of students taking AP Exams will pass with a score of 3 or above (Metric: AP Exam Results)

F. 100% of students will demonstrate college preparedness - Annual improvement in 11th grade EAP % conditional and college ready in ELA and Math, Higher than comparable neighboring schools, Annual improvement in A-G graduates Higher than comparable neighboring schools - (Metric: Annual CAASSP Results and A-G Completion Graduation Report)

Intervention:

A. 98% of all incoming students will participate in Summer Transition Academy (Summer Bridge)

B. 100% student access to ELA intervention, support services, enrichment and advanced placement early in academic year

C. 100% student access

D. 10% of incoming EL students at placement levels 3 or 4 will reclassified as Fluent English Proficient annually - Meets or exceeds 10% target for growth (Metric: Reclassification Rate)

E. 100% of students taking AP Exams will pass with a score of 3 or above (Metric: AP Exam Results)

F. 100% of students will demonstrate college preparedness - Annual improvement in 11th grade EAP % conditional and college ready in ELA and Math, Higher than comparable neighboring schools, Annual improvement in A-G graduates Higher than comparable neighboring schools - (Metric: Annual CAASSP Results and A-G Completion Graduation Report)

Intervention:

A. 98% of all incoming students will participate in Summer Transition Academy (Summer Bridge)

B. 100% student access to ELA intervention, support services, enrichment and advanced placement early in academic year

C. 100% student access

D. 10% of incoming EL students at placement levels 3 or 4 will reclassified as Fluent English Proficient annually - Meets or exceeds 10% target for growth (Metric: Reclassification Rate)

E. 100% of students taking AP Exams will pass with a score of 3 or above (Metric: AP Exam Results)

F. 100% of students will demonstrate college preparedness - Annual improvement in 11th grade EAP % conditional and college ready in ELA and Math, Higher than comparable neighboring schools, Annual improvement in A-G graduates Higher than comparable neighboring schools - (Metric: Annual CAASSP Results and A-G Completion Graduation Report)

Intervention:

A. 98% of all incoming students will participate in Summer Transition Academy (Summer Bridge)

B. 100% student access to ELA intervention, support services, enrichment and advanced placement early in academic year

C. 100% student access

D. 10% of incoming EL students at placement levels 3 or 4 will reclassified as Fluent English Proficient annually - Meets or exceeds 10% target for growth (Metric: Reclassification Rate)

E. 100% of students taking AP Exams will pass with a score of 3 or above (Metric: AP Exam Results)

F. 100% of students will demonstrate college preparedness - Annual improvement in 11th grade EAP % conditional and college ready in ELA and Math, Higher than comparable neighboring schools, Annual improvement in A-G graduates Higher than comparable neighboring schools - (Metric: Annual CAASSP Results and A-G Completion Graduation Report)

Intervention:

A. 98% of all incoming students will participate in Summer Transition Academy (Summer Bridge)

B. 100% student access to ELA intervention, support services, enrichment and advanced placement early in academic year

C. 100% student access

to Math intervention, support services, enrichment and advanced placement early in academic year

to Math intervention, support services, enrichment and advanced placement early in academic year

to Math intervention, support services, enrichment and advanced placement early in academic year

to Math intervention, support services, enrichment and advanced placement early in academic year

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth
	<input checked="" type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Equitable Student Access to Technology, computers, labs, training and upgrades including Home internet access for unduplicated pupils.	Equitable Student Access to Technology, computers, labs, training and upgrades including Home internet access for unduplicated pupils.	Equitable Student Access to Technology, computers, labs, training and upgrades including Home internet access for unduplicated pupils.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$51,000	Amount: \$1,509,000	Amount: \$51,000
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Books and Supplies;
Chromebook maintenance and
service

Budget
Reference

Books and Supplies;
Chromebook maintenance and
service (3-year buy out)

Budget
Reference

Books and Supplies;
Chromebook maintenance and
service

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Data processing and collection: including IT and SIS/CALPADS Staffing, SIS Provider and school data tools/contracts.	Data processing and collection: including IT and SIS/CALPADS Staffing, SIS Provider and school data tools/contracts.	Data processing and collection: including IT and SIS/CALPADS Staffing, SIS Provider and school data tools/contracts.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$418,944	Amount: \$429,418	Amount: \$440,153
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Classified Salaries; IT/SIS-CALPADS Classified Salaries	Budget Reference: Classified Salaries; IT/SIS-CALPADS Classified Salaries	Budget Reference: Classified Salaries; IT/SIS-CALPADS Classified Salaries

Amount	\$201,665	Amount	\$224,635	Amount	\$245,962
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; IT/SIS-CALPADS Classified Benefits	Budget Reference	Employee Benefits; IT/SIS-CALPADS Classified Benefits	Budget Reference	Employee Benefits; IT/SIS-CALPADS Classified Benefits
Amount	\$260,000	Amount	\$260,000	Amount	\$260,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; SIS Provider and School Data Tools - Contracts	Budget Reference	Services and Other Operating Expenses; SIS Provider and School Data Tools - Contracts	Budget Reference	Services and Other Operating Expenses; SIS Provider and School Data Tools - Contracts

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Testing Services: Credentialed Testing Coordinator, Classified Testing Proctors and Materials and Supplies also includes Summer CELDT Testing for Incoming Students to provide for appropriate course placement and full access to support. EL Coordinator/Testing Coordinator will conduct this assessment.	Testing Services: Credentialed Testing Coordinator, Classified Testing Proctors and Materials and Supplies also includes Summer CELDT Testing for Incoming Students to provide for appropriate course placement and full access to support. EL Coordinator/Testing Coordinator will conduct this assessment.	Testing Services: Credentialed Testing Coordinator, Classified Testing Proctors and Materials and Supplies also includes Summer CELDT Testing for Incoming Students to provide for appropriate course placement and full access to support. EL Coordinator/Testing Coordinator will conduct this assessment.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$112,742	Amount	\$115,560	Amount	\$118,449
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Certificated Salaries; Testing Coordinator Certificated Salary	Budget Reference	Certificated Salaries; Testing Coordinator Salary	Budget Reference	Certificated Salaries; Testing Coordinator Salary
Amount	\$38,361	Amount	\$42,793	Amount	\$46,790
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Testing Coordinator Certificated Benefits	Budget Reference	Employee Benefits; Testing Coordinator Certificated Benefits	Budget Reference	Employee Benefits; Testing Coordinator Certificated Benefits
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Testing Proctors and Staffing Classified Salaries	Budget Reference	Classified Salaries; Testing Proctors and Staffing Classified Salaries	Budget Reference	Classified Salaries; Testing Proctors and Staffing Classified Salaries
Amount	\$1,214	Amount	\$1,343	Amount	\$1,478
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Testing Proctors and Staffing Classified Benefits	Budget Reference	Employee Benefits; Testing Proctors and Staffing Classified Benefits	Budget Reference	Employee Benefits; Testing Proctors and Staffing Classified Benefits
Amount	\$295,000	Amount	\$295,000	Amount	\$295,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Materials and Supplies	Budget Reference	Books and Supplies; Materials and Supplies	Budget Reference	Books and Supplies; Materials and Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Student access to growth, diagnostic and college readiness tools EAP (Now Part of CCSS Testing), PSAT, NWEA, contracts/fees, etc. including subsidizing of Test Fees (e.g. AP, IB and SAT/ACT) for the unduplicated population of students.	Student access to growth, diagnostic and college readiness tools EAP (Now Part of CCSS Testing), PSAT, NWEA, contracts/fees, etc. including subsidizing of Test Fees (e.g. AP, IB and SAT/ACT) for the unduplicated population of students.	Student access to growth, diagnostic and college readiness tools EAP (Now Part of CCSS Testing), PSAT, NWEA, contracts/fees, etc. including subsidizing of Test Fees (e.g. AP, IB and SAT/ACT) for the unduplicated population of students.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$54,558	Amount	\$54,557	Amount	\$0
Source	College Readiness Block Grant	Source	College Readiness Block Grant	Source	College Readiness Block Grant

Budget Reference	Services and Other Operating Expenses; subsidized AP/SAT test fees for unduplicated students	Budget Reference	Services and Other Operating Expenses; subsidized AP/SAT test fees for unduplicated students	Budget Reference	Services and Other Operating Expenses; No College Readiness Block Grant dollars
Amount	\$20,442	Amount	\$20,442	Amount	\$325,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; subsidized AP/SAT test fees for unduplicated students	Budget Reference	Services and Other Operating Expenses; subsidized AP/SAT test fees for unduplicated students	Budget Reference	Services and Other Operating Expenses; subsidized AP/SAT test fees for unduplicated students

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
College and Career Counselors Staffing	College and Career Counselors Staffing	College and Career Counselors Staffing

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$351,937	Amount	\$360,735	Amount	\$369,754
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated College and Career Counseling Staff	Budget Reference	Certificated Salaries; Certificated College and Career Counseling Staff	Budget Reference	Certificated Salaries; Certificated College and Career Counseling Staff
Amount	\$119,748	Amount	\$133,584	Amount	\$146,062

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Certificated College and Career Counseling Staff	Budget Reference	Employee Benefits; Certificated College and Career Counseling Staff	Budget Reference	Employee Benefits; Certificated College and Career Counseling Staff
Amount	\$22,432	Amount	\$22,993	Amount	\$23,568
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Classified College and Career Office Staff	Budget Reference	Classified Salaries; Classified College and Career Office Staff	Budget Reference	Classified Salaries; Classified College and Career Office Staff
Amount	\$10,798	Amount	\$12,028	Amount	\$13,170
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Classified College and Career Office Staff	Budget Reference	Employee Benefits; Classified College and Career Office Staff	Budget Reference	Employee Benefits; Classified College and Career Office Staff

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
College Readiness Assessment Tools and Program Assistance including Naviance/Naviance PD, Parchment and other program assistance tools for students	College Readiness Assessment Tools and Program Assistance including Naviance/Naviance PD, Parchment and other program assistance tools for students	College Readiness Assessment Tools and Program Assistance including Naviance/Naviance PD, Parchment and other program assistance tools for students

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$45,000	Amount: \$45,000	Amount: \$45,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating Expenses; Naviance, Parchment and other	Budget Reference: Services and Other Operating Expenses; Naviance, Parchment and other	Budget Reference: Services and Other Operating Expenses; Naviance, Parchment and other

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Part Time Teaching Assistants for Core English, Math and Science support of CCSS and targeted tutoring for low income, foster youth and EL	Part Time Teaching Assistants for Core English, Math and Science support of CCSS and targeted tutoring for low income, foster youth and EL	Part Time Teaching Assistants for Core English, Math and Science support of CCSS and targeted tutoring for low income, foster youth and EL

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$854,765	Amount: \$813,307	Amount: \$840,827
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Classified Salaries; Classified Salaries - EL, Foster Youth Assts. and Instructional	Budget Reference: Classified Salaries; Classified Salaries - EL, Foster Youth Assts. and Instructional	Budget Reference: Classified Salaries; Classified Salaries - EL, Foster Youth Assts. and Instructional

	Aides		Aides		Aides
Amount	\$411,454	Amount	\$425,454	Amount	\$469,863
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Classified Benefits - EL, Foster Youth Assts. and Instructional Aides	Budget Reference	Employee Benefits; Classified Benefits - EL, Foster Youth Assts. and Instructional Aides	Budget Reference	Employee Benefits; Classified Benefits - EL, Foster Youth Assts. and Instructional Aides

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Special Education Program Instructional Contract and District Fees, contracted BII's, and full time special education assistants, and Interpreters.	Special Education Program Instructional Contract and District Fees, contracted BII's, and full time special education assistants, and Interpreters.	Special Education Program Instructional Contract and District Fees, contracted BII's, and full time special education assistants, and Interpreters.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$873,641	Amount: \$895,482	Amount: \$917,869
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Classified Salaries; Special Education Paraprofessionals and Interpreters	Budget Reference: Classified Salaries; Special Education Paraprofessionals and Interpreters	Budget Reference: Classified Salaries; Special Education Paraprofessionals and

					Interpreters
Amount	\$420,540	Amount	\$468,441	Amount	\$512,915
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits-Special Education Paraprofessionals and Interpreters	Budget Reference	Employee Benefits; Benefits-Special Education Paraprofessionals and Interpreters	Budget Reference	Employee Benefits; Benefits-Special Education Paraprofessionals and Interpreters
Amount	\$1,500,000	Amount	\$1,500,000	Amount	\$1,600,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Contracted Services	Budget Reference	Services and Other Operating Expenses; Contracted Services	Budget Reference	Services and Other Operating Expenses; Contracted Services
Amount	\$710,321	Amount	\$713,693	Amount	\$726,293
Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Other; Fair Share Contribution - IDEA & AB602	Budget Reference	Other; Fair Share Contribution - IDEA & AB602	Budget Reference	Other; Fair Share Contribution - IDEA & AB602

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
CTE: All students will have access to Career Technical Education (CTE) programs and courses to provide college and career readiness. Funding supplemented by Carl D. Perkins Grant. Supports, classified assistants, equipment, materials and supplies, field trips and professional development and specialized CTE student training and certification materials (ASE, ServeSafe, Certiport Contract: Microsoft Office, Adobe, HTML).	CTE: All students will have access to Career Technical Education (CTE) programs and courses to provide college and career readiness. Funding supplemented by Carl D. Perkins Grant. Supports, classified assistants, equipment, materials and supplies, field trips and professional development and specialized CTE student training and certification materials (ASE, ServeSafe, Certiport Contract: Microsoft Office, Adobe, HTML).	CTE: All students will have access to Career Technical Education (CTE) programs and courses to provide college and career readiness. Funding supplemented by Carl D. Perkins Grant. Supports, classified assistants, equipment, materials and supplies, field trips and professional development and specialized CTE student training and certification materials (ASE, ServeSafe, Certiport Contract: Microsoft Office, Adobe, HTML).

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$368,001	Amount	\$377,201	Amount	\$386,631
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Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; CTE Certificated Salaries	Budget Reference	Certificated Salaries; CTE Certificated Salaries	Budget Reference	Certificated Salaries; CTE Certificated Salaries
Amount	\$125,214	Amount	\$139,681	Amount	\$152,729
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; CTE Certificated Benefits	Budget Reference	Employee Benefits; CTE Certificated Benefits	Budget Reference	Employee Benefits; CTE Certificated Benefits
Amount	\$1,500	Amount	\$1,500	Amount	\$1,500
Source	Other Federal Funds	Source	Other Federal Funds	Source	Other Federal Funds
Budget Reference	Certificated Salaries; CTSO Stipend - Certificated Salaries	Budget Reference	Certificated Salaries; CTSO Stipend - Certificated Salaries	Budget Reference	Certificated Salaries; CTSO Stipend - Certificated Salaries
Amount	\$255	Amount	\$282	Amount	\$310
Source	Other Federal Funds	Source	Other Federal Funds	Source	Other Federal Funds
Budget Reference	Employee Benefits; Certificated Benefits	Budget Reference	Employee Benefits; Certificated Benefits	Budget Reference	Employee Benefits; Certificated Benefits
Amount	\$22,438	Amount	\$22,438	Amount	\$22,438
Source	Other Federal Funds	Source	Other Federal Funds	Source	Other Federal Funds
Budget Reference	Classified Salaries; Classified Salaries - CTE Instructional Assistants	Budget Reference	Classified Salaries; Classified Salaries - CTE Instructional Assistants	Budget Reference	Classified Salaries; Classified Salaries - CTE Instructional Assistants
Amount	\$562	Amount	\$562	Amount	\$562
Source	Other Federal Funds	Source	Other Federal Funds	Source	Other Federal Funds
Budget Reference	Employee Benefits; Classified Benefits - CTE Instructional Assistants	Budget Reference	Employee Benefits; Classified Benefits - CTE Instructional Assistants	Budget Reference	Employee Benefits; Classified Benefits - CTE Instructional Assistants
Amount	\$38,000	Amount	\$39,900	Amount	\$41,895

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; CTE Books and Supplies	Budget Reference	Books and Supplies; CTE Books and Supplies	Budget Reference	Books and Supplies; CTE Books and Supplies
Amount	\$23,145	Amount	\$23,145	Amount	\$23,145
Source	Other Federal Funds	Source	Other Federal Funds	Source	Other Federal Funds
Budget Reference	Books and Supplies; Perkins Eligible Equipment and Supplies	Budget Reference	Books and Supplies; Perkins Eligible Equipment and Supplies	Budget Reference	Books and Supplies; Perkins Eligible Equipment and Supplies
Amount	\$15,000	Amount	\$15,000	Amount	\$15,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; CTE Contracted Services	Budget Reference	Services and Other Operating Expenses; CTE Contracted Services	Budget Reference	Services and Other Operating Expenses; CTE Contracted Services
Amount	\$6,350	Amount	\$6,350	Amount	\$6,350
Source	Other Federal Funds	Source	Other Federal Funds	Source	Other Federal Funds
Budget Reference	Services and Other Operating Expenses; Perkins Eligible CTE Contracted Services	Budget Reference	Services and Other Operating Expenses; Perkins Eligible CTE Contracted Services	Budget Reference	Services and Other Operating Expenses; Perkins Eligible CTE Contracted Services
Amount	\$4,000	Amount	\$4,000	Amount	\$4,000
Source	Other Federal Funds	Source	Other Federal Funds	Source	Other Federal Funds
Budget Reference	Services and Other Operating Expenses; Perkins Professional Development	Budget Reference	Services and Other Operating Expenses; Perkins Professional Development	Budget Reference	Services and Other Operating Expenses; Perkins Professional Development
Amount	\$2,441	Amount	\$2,441	Amount	\$2,441
Source	Other Federal Funds	Source	Other Federal Funds	Source	Other Federal Funds
Budget Reference	Other; Perkins Indirect Cost	Budget Reference	Other; Perkins Indirect Cost	Budget Reference	Other; Perkins Indirect Cost

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
CTE - Career Readiness: Industry standard training, materials and licensure and scholarship assistance for students (e.g. C-CAP, ASE, ServeSafe, Microsoft Office, HTML, JAVA and Adobe certification).	CTE - Career Readiness: Industry standard training, materials and licensure and scholarship assistance for students (e.g. C-CAP, ASE, ServeSafe, Microsoft Office, HTML, JAVA and Adobe certification).	CTE - Career Readiness: Industry standard training, materials and licensure and scholarship assistance for students (e.g. C-CAP, ASE, ServeSafe, Microsoft Office, HTML, JAVA and Adobe certification).

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$18,805	Amount	\$18,805	Amount	\$18,805
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;

CTE student industry training contracts

CTE student industry training contracts

CTE student industry training contracts

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Summer School Remedial support and credit retrieval for all students including Senior Boot Camp, including Acellus-AB 167 Support and Summer School Accelerate Program and student online curriculum licenses	Summer School Remedial support and credit retrieval for all students including Senior Boot Camp, including Acellus-AB 167 Support and Summer School Accelerate Program and student online curriculum licenses	Summer School Remedial support and credit retrieval for all students including Senior Boot Camp, including Acellus-AB 167 Support and Summer School Accelerate Program and student online curriculum licenses

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$152,783	Amount	\$152,783	Amount	\$152,783
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Certificated Salaries; Certificated staffing of Summer	Budget Reference	Certificated Salaries; Certificated staffing of Summer	Budget Reference	Certificated Salaries; Certificated staffing of

	School		School		Summer School
Amount	\$30,492	Amount	\$30,478	Amount	\$30,478
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Employee Benefits; Certificated Benefits	Budget Reference	Employee Benefits; Certificated Benefits	Budget Reference	Employee Benefits; Certificated Benefits
Amount	\$54,733	Amount	\$54,733	Amount	\$54,733
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Classified Salaries; Classified Staffing of Summer School	Budget Reference	Classified Salaries; Classified Staffing of Summer School	Budget Reference	Classified Salaries; Classified Staffing of Summer School
Amount	\$15,700	Amount	\$17,269	Amount	\$18,834
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Employee Benefits; Classified Benefits	Budget Reference	Employee Benefits; Classified Benefits	Budget Reference	Employee Benefits; Classified Benefits
Amount	\$9,968	Amount	\$9,968	Amount	\$9,968
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Books and Supplies; Summer School Materials and Supplies	Budget Reference	Books and Supplies; Summer School Materials and Supplies	Budget Reference	Books and Supplies; Summer School Materials and Supplies
Amount	\$20,000	Amount	\$20,000	Amount	\$20,000
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses; Summer School software licenses (Acellus & Accelerate)	Budget Reference	Services and Other Operating Expenses; Summer School software licenses (Acellus & Accelerate)	Budget Reference	Services and Other Operating Expenses; Summer School software licenses (Acellus & Accelerate)
Amount	\$28,793	Amount	\$29,413	Amount	\$30,104
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I

Budget
Reference

Other;
Indirect Cost

Budget
Reference

Other;
Indirect Cost

Budget
Reference

Other;
Indirect Cost

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Summer Transition Academy (STA) to provide for incoming student assessment, evaluation, assistance, intervention and enrichment in ELA and Math as well as acclimation to the high school environment and school expectations. Also includes Targeted STA support (Summer Bridge) for EL Students in support of ELA and Math skills development.	Summer Transition Academy (STA) to provide for incoming student assessment, evaluation, assistance, intervention and enrichment in ELA and Math as well as acclimation to the high school environment and school expectations. Also includes Targeted STA support (Summer Bridge) for EL Students in support of ELA and Math skills development.	Summer Transition Academy (STA) to provide for incoming student assessment, evaluation, assistance, intervention and enrichment in ELA and Math as well as acclimation to the high school environment and school expectations. Also includes Targeted STA support (Summer Bridge) for EL Students in support of ELA and Math skills development.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$167,145 Source: LCFF	Amount: \$171,323 Source: LCFF	Amount: \$175,606 Source: LCFF

Budget Reference	Certificated Salaries; STA Certificated Salaries	Budget Reference	Certificated Salaries; STA Certificated Salaries	Budget Reference	Certificated Salaries; STA Certificated Salaries
Amount	\$28,381	Amount	\$32,260	Amount	\$36,315
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; STA Certificated Benefits	Budget Reference	Employee Benefits; STA Certificated Benefits	Budget Reference	Employee Benefits; STA Certificated Benefits
Amount	\$4,032	Amount	\$4,133	Amount	\$4,236
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; STA Classified Salaries	Budget Reference	Classified Salaries; STA Classified Salaries	Budget Reference	Classified Salaries; STA Classified Salaries
Amount	\$979	Amount	\$1,110	Amount	\$1,252
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; STA Classified Benefits	Budget Reference	Employee Benefits; STA Classified Benefits	Budget Reference	Employee Benefits; STA Classified Benefits

Action **13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Co-teaching Program for Math, Social Science and Science providing ELA and Math intervention and support for underperforming subgroups.	Co-teaching Program for Math, Social Science and Science providing ELA and Math intervention and support for underperforming subgroups	Co-teaching Program for Math, Social Science and Science providing ELA and Math intervention and support for underperforming subgroups

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$884,735	Amount	\$906,854	Amount	\$929,525
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Co-teaching Certificated Salaries	Budget Reference	Certificated Salaries; Co-teaching Certificated Salaries	Budget Reference	Certificated Salaries; Co-teaching Certificated Salaries

Amount	\$263,032	Amount	\$285,390	Amount	\$309,648
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Co-teaching Certificated Benefits	Budget Reference	Employee Benefits; Co-teaching Certificated Benefits	Budget Reference	Employee Benefits; Co-teaching Certificated Benefits

Action **14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): low performing, struggling students

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Intervention Coordinator to coordinate and collaborate with counseling and other student support staff to oversee, evaluate and implement student intervention and support of all underperforming students: Low Income pupils; English Learners; Foster Youth; Redesignated Fluent English and other underperforming subgroups (43)	Intervention Coordinator to coordinate and collaborate with counseling and other student support staff to oversee, evaluate and implement student intervention and support of all underperforming students: Low Income pupils; English Learners; Foster Youth; Redesignated Fluent English and other underperforming subgroups (43)	Intervention Coordinator to coordinate and collaborate with counseling and other student support staff to oversee, evaluate and implement student intervention and support of all underperforming students: Low Income pupils; English Learners; Foster Youth; Redesignated Fluent English and other underperforming subgroups (43)

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount \$114,078	Amount \$116,930	Amount \$119,853
Source Federal Revenues - Title I	Source Federal Revenues - Title I	Source Federal Revenues - Title I

Budget Reference	Certificated Salaries; Certificated Salary	Budget Reference	Certificated Salaries; Certificated Salary	Budget Reference	Certificated Salaries; Certificated Salary
Amount	\$38,816	Amount	\$43,300	Amount	\$47,345
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Employee Benefits; Certificated Benefits	Budget Reference	Employee Benefits; Certificated Benefits	Budget Reference	Employee Benefits; Certificated Benefits

Action **15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
After Hours Activities (AHA) - Tutoring and Enrichment Support Before and After School - 21st Century Assets Grant	After Hours Activities (AHA) - Tutoring and Enrichment Support Before and After School - 21st Century Assets Grant	After Hours Activities (AHA) - Tutoring and Enrichment Support Before and After School - 21st Century Assets Grant

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,000	Amount: \$4,000	Amount: \$4,000
Source: Federal Revenues - Title IV	Source: Federal Revenues - Title IV	Source: Federal Revenues - Title IV
Budget Reference: Certificated Salaries; Certificated Salaries - Enrichment and Support	Budget Reference: Certificated Salaries; Certificated Salaries - Enrichment and Support	Budget Reference: Certificated Salaries; Certificated Salaries - Enrichment and Support

Amount	\$679	Amount	\$753	Amount	\$827
Source	Federal Revenues - Title IV	Source	Federal Revenues - Title IV	Source	Federal Revenues - Title IV
Budget Reference	Employee Benefits; Certificated Benefits - Enrichment and Support	Budget Reference	Employee Benefits; Certificated Benefits - Enrichment and Support	Budget Reference	Employee Benefits; Certificated Benefits - Enrichment and Support
Amount	\$141,035	Amount	\$140,961	Amount	\$140,887
Source	Federal Revenues - Title IV	Source	Federal Revenues - Title IV	Source	Federal Revenues - Title IV
Budget Reference	Classified Salaries; Classified Salaries for tutoring and enrichment	Budget Reference	Classified Salaries; Classified Salaries for tutoring and enrichment	Budget Reference	Classified Salaries; Classified Salaries for tutoring and enrichment
Amount	\$55,684	Amount	\$55,684	Amount	\$55,684
Source	Federal Revenues - Title IV	Source	Federal Revenues - Title IV	Source	Federal Revenues - Title IV
Budget Reference	Employee Benefits; Classified Benefits	Budget Reference	Employee Benefits; Classified Benefits	Budget Reference	Employee Benefits; Classified Benefits
Amount	\$24,000	Amount	\$24,000	Amount	\$24,000
Source	Federal Revenues - Title IV	Source	Federal Revenues - Title IV	Source	Federal Revenues - Title IV
Budget Reference	Books and Supplies; Materials and Supplies after school tutoring and enrichment	Budget Reference	Books and Supplies; Materials and Supplies after school tutoring and enrichment	Budget Reference	Books and Supplies; Materials and Supplies after school tutoring and enrichment
Amount	\$4,602	Amount	\$4,602	Amount	\$4,602
Source	Federal Revenues - Title IV	Source	Federal Revenues - Title IV	Source	Federal Revenues - Title IV
Budget Reference	Services and Other Operating Expenses; AHA Contracts	Budget Reference	Services and Other Operating Expenses; AHA Contracts	Budget Reference	Services and Other Operating Expenses; AHA Contracts
Amount	\$69,295	Amount	\$69,369	Amount	\$69,443
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Classified Salaries	Budget Reference	Classified Salaries; Classified Salaries	Budget Reference	Classified Salaries; Classified Salaries

Amount	\$18,710	Amount	\$18,730	Amount	\$18,750
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Classified Benefits	Budget Reference	Employee Benefits; Classified Benefits	Budget Reference	Employee Benefits; Classified Benefits
Amount	\$100,000	Amount	\$100,000	Amount	\$100,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Materials and Supplies-Tutoring and Enrichment	Budget Reference	Books and Supplies; Materials and Supplies-Tutoring and Enrichment	Budget Reference	Books and Supplies; Materials and Supplies-Tutoring and Enrichment

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year



2017-18



2018-19



2019-20

Estimated Supplemental and Concentration Grant Funds:

\$4,117,751

Percentage to Increase or Improve Services:

10.28%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The LCAP is a plan in progress which focuses on enhancing student achievement, closing the achievement gap and providing intervention and support for all students. Research and implementation of creative ways to engage and support students continues to be in progress with supplemental funding contributing to this key support specifically targeting our unduplicated population of students (English Learners, Socioeconomically Disadvantaged and Foster Youth). The following actions/services continue to be provided support to the unduplicated population of students:

- **Subsidizing of student reduced meal expenses for eligible low income students.**
Provides additional support for qualified low income students and families providing that all eligible reduced meal incur no costs and insures that all students have access to basic nutritional needs.
- **Professional development for teachers and support staff on SDAIE strategies and ELD support and intervention**
Insures that the most current instructional strategies and approaches to teaching English Learners is imbedded in all instructional programs.
- **Additional Period 0 and 1 course offerings for preparation, support for student access to higher level courses and remediation.**
Allows for unduplicated population students access to additional courses and class periods to build skills, access remediation, repeat courses as needed, complete prerequisites and/or access higher level, AP and IB coursework.
- **Parent Communication and Outreach -**
Provides parent outreach, parent involvement and participation opportunities, school connectedness, student support resources, and identification of low income students.
- **Specialized support of identified EL, and foster youth students providing a Foster Youth Counselor, Transition Teacher and classified assistant and for EL students, an EL Coordinator, EL Counselor, EL Language Assistants, and ESL Staffing of highly qualified teachers as well as expanded resources for enrichment and student engagement materials and field trips, college visits, etc. Includes Summer CELDT testing of incoming students for EL identification.**
Provides direct supplemental services and support for EL and Foster Youth students including English as a Second Language (ESL) direct instruction and support for English Learners in ESL Level 1 through 4 and Summer CELDT testing which provides immediate evaluation and identification of EL students to insure correct classroom/course placement, intervention and student support needs.
- **Expanded student health and mental health support for referral, suicide prevention and follow-up.**

Provides an additional nurse on site and a full time psychiatric social worker to ensure that foster youth, EL and low income students have access to physical and emotional health support.

- **Equitable student access to computers, technology, training, online curriculum, resources and assessments.** *GHCHS instructional practices have moved quickly into full use of advanced technology throughout the instructional program utilizing online instructional Common Core, NGSS and authentic materials and resources, developing Google Classrooms and accessing variety of educational applications and tools in the classroom on a daily basis. **Providing all students with Chromebooks, and home internet access for those in need**, insures that the unduplicated population of students have full equity and access to instructional materials and resources, teacher developed Google classrooms and student academic support.*
- **Student access to growth diagnostic and college readiness tools including subsidized AP/IB/SAT.**
Provides additional assessment data beyond state testing for intervention, course and program placement, and college readiness indicators allowing greater determination of student progress and possible support needed. The course curriculum for AP and IB courses is aligned and influenced by the assessments for these courses. Subsidizing the cost of the test for the AP and IB program ensures that students have equal access to courses and no student is discouraged by the costs of the assessments. Additionally, this provides all students access to receive college credit if they earn a qualifying score on the assessment.
- **College readiness tools and program assistance, including Naviance, (Naviance PD), Parchment.**
The Naviance program is provided to encourage and support college and career readiness among the unduplicated population of students who based on GHCHS data have lower graduation and college acceptance rates. This program engages students in self-evaluation of college and career assessment, identification of interests and strengths and related career options and provides continuing support in planning and identifying courses and pathways to college readiness.
- **Support of part-time instructional aides for core English, math and science in support of the CCSS and targeted tutoring for low income, foster youth and English learners.**
Providing adult instructional assistants in the classroom enables greater flexibility and support of differentiated instruction allowing for small student group study, individual one-on-one classroom tutoring and greater student attention and engagement in grade level core or foundational English, math (algebra I, II and geometry) and science courses (biology, chemistry and physics). In addition, providing this support during the day and within the classroom environment has proven to be an advantage as many of our identified at-risk students do not voluntarily seek assistance within or outside the classroom. This action serves to support our identified lower performing subgroups, EL (and RFEP), foster youth and socioeconomically disadvantaged students which is also our unduplicated population of students.
- **CTE Career Readiness: Student access to industry certification and scholarship assistance.**
Provides student access to industry standard training and certification as well as access to competitions and scholarships in a variety of Career Technical Education fields, (e.g., Microsoft, HTML, Adobe, ASE-Automotive, ServeSafe-Food Services, SolidWorks-Engineering industry recognized certifications and access to Careers through Culinary Arts Program-C-CAP, NATEF and other competitions and scholarships).
- **Summer Transition Academy for incoming student assessment, evaluation, assistance, intervention and enrichment in ELA and Math including a targeted Summer Bridge Program for EL students.**
Summer Transition Academy (STA) provides for early identification of at-risk, struggling RFEP and EL students, foster youth and low performing students greatly serving the unduplicated population. STA assists in correct fall course placement, provides immediate access to student support and enrichment, and promotes student acclimation to the high school environment.
- **Extended before, "gap period" Tuesdays and after school tutoring and enrichment, materials and supplies for student engagement and intervention.**
Provides equity and access to extended services for tutoring and enrichment in a supervised, safe, and supportive environment to build student connectedness and student engagement.