

# Local Control and Accountability Plan

Los Angeles Unified  
Granada Hills Charter High



July 1, 2016 - June 30, 2019

Introduction:

LEA: Granada Hills Charter High Contact (Name, Title, Email, Phone Number): Judith Baumwirt LCAP Year: 2016  
Administrative Director, Instruction  
jbaumwirt@ghchs.com  
(818) 360-2361 355

*Local Control and Accountability Plan and Annual Update Template*

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

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

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

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

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

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for*

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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



## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP
Parents and community members participate in a variety of venues	GHCHS utilizes a variety of media and venues to engage our

providing input, resources and assistance through a full offering of ongoing committees and advisories such as the GHCHS Governing Board, GHCHS Standing Committees, School Site Council, ELAC Committee, Parent Advisory/Title I Committee, Academic Program and Student Group Representatives, PTSA, Booster Club, Korean Parents Association, CTE Advisory Committee, Parent Outreach Volunteers (AHA Program), Pan con Café meetings as well as a variety of informational parent meetings throughout the year including the annual LAUSD Oversight Visit. LCAP overviews, reviews, materials, resources were shared utilizing various methods such as telephone calls, website development, email, newsletter, text messages and social media to promote parent and community participation and input.

community of stakeholders such as email blasts, monthly newsletters, telephone calls home, annual surveys and information displayed and available through the school website as well as a parent webpage with important resources and information which is continuously evolving through parent input and request.

Efforts began in early each year to engage and inform and receive feedback from our stakeholders on topics such as student support and academic enrichment, implementation of the Common Core State Standards, schoolwide academic achievement, statewide assessment and school performance changes and school core beliefs and goals on which the LCAP is based. Intensive introduction of the new Local Control Funding Formula and the Local Control Accountability Plan and the eight priority areas is central to meetings and information distributed beginning in February to gain stakeholder input in the development of the LCAP. Staff is engaged through the leadership team, department, faculty and full staff meetings throughout the year and which provided a venue for input and discussion.

The following quantitative data is utilized for the goal setting process: attendance rate, suspension rate, expulsion rate, graduation rate, A-G Progress and completion rate, monitoring facility inspection data, NWEA ELA and math performance data, CAHSEE proficiency rate (now suspended) and other assessment data, English Learner reclassification rate, Long Term English Learner rate, course enrollment data, and parent and stakeholder community survey data both for goal setting and LCAP input and feedback. From this information, key positions, programs and services were identified schoolwide and more specifically to support and serve EL, RFEP, Foster Youth, Low Income pupils and Students with Disabilities.

Annual Update:

Parents and community members participated in a variety of venues providing input, resources and assistance through a variety of committees and advisories such as the GHCHS Governing Board, School Site Council, Student Services Committee, ELAC Committee, Title I Committee, Parent Advisory, Academic Program and Student Group Representatives, PTSA, Booster Club, Korean Parents Association, CTE Advisory Committee, Parent Outreach Volunteers

Annual Update:

Information gathered from staff, students and parents positively supported progress on the LCAP goals and provided new ideas for parent engagement, outreach. In addition, input identified a greater need for student and staff awareness of programs and support currently offered, as well as a need for review of policies and procedures schoolwide. Commentary was addressed and new ideas implemented such as a parent webpage update and reorganization,

(AHA Program), Pan con Café meetings as well as a variety of informational parent meetings throughout the year including the LAUSD Oversight Visit. In addition, GHCHS staff and faculty, students and parents/guardians participated in an LCAP Survey for input and commentary.

Back to School Night – September 10, 2015–Parent engagement materials distributed

School Website Information: Parent informational materials posted December 8, 2015.

Open House-Parent Info Booth – included LCAP/LCFF Materials and Survey Information March 17, 2016

Parent meetings:

- 

Parent Advisory and Title I Meetings with Representatives and Committee Members – for review, input and commentary - September 1, October 7, November 19, 2015, February 17, April 6, and May 31, 2016 for approval and recommendation to the Governing Board

- 

Pan con / Klatch - November 7, 2014, and February 27, 2016

- 

ELAC Meetings – September 15, October 15, 2015 and February 11, April 7 and May 10, 2016

- PTSA Meetings – Sept. 8, Oct. 13, Nov., 10, 2015, Jan. 12, Feb. 9, March 8, April 12, May 19, 2016 – LCAP & LCFF review and promotion of need for parent and community input for development of LCAP

LCAP Parent Review Survey posted Online December 8, 2015, Input and Feedback Survey conducted February 29, 2016

Staff LCAP Review and Input Survey conducted February 12, 2016

the need to explore the adoption of a GHCHS school app to expand parent communication capabilities, and review of existing support for all students. Much of what was suggested has been implemented within the last few months with little time to evaluate the impact, e.g. the Intervention Coordinator outlined in the 2015 LCAP joined our staff in January 2016. Survey responses showed consensus among all stakeholders that the eight LCAP goals were being met in excess of the minimum 75% approval rate goal.



Student LCAP Review and Input Survey conducted February 12, 2016

- 

School Site Council Meetings: October 19, 2015, November 16, 2015, December 14, 2015, February 29, 2016, March 28, May 9, May 31, 2016

- 

C & I - August 27, September 17, October 2, October 15, November 19, 2015, January 21, February 18, March 31, April 28, May 26, 2015

- 

Leadership Team Meetings: August 6, August 7, August 27, September 10, September 24, October 8, October 22, November 5, November 19, December 3, 2015, January 14, January 28, February 11, February 18, February 25, March 31, April 14, April 28, May 19, May 26, June 6, June 7.

- 

Governing Board: Review, Discussion, Public Hearing and Adoption: February 29, May 9, June 13

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of

schools, or specify grade spans (e.g., all high schools or grades K-5).

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

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

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

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA's goal(s) to address state priorities related to “Pupil Outcomes”?

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

GOAL:	<p>I. BASIC SERVICES</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Related State and/or Local Priorities:  1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__  COE Only: 9__ 10__  Local: _____</p>
-------	--	--

Identified Need:	<p>1A. 100% of all teachers are fully credentialed and appropriately placed per ESEA.</p> <p>1B. All students have access to Standards-aligned Instructional Materials.</p> <p>1C. All school facilities are maintained and in good repair.</p>
------------------	---

Goal Applies to:	<p>Schools: <input type="checkbox"/> High School</p> <p>Applicable Pupil Subgroups: <input type="checkbox"/> All</p>
------------------	--

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>1A. 100% of all teachers are fully credentialed and appropriately placed per ESEA. (Current CCTC records maintained)</p> <p>1B. 100% of all students have access to Standards-aligned Instructional Materials. (Annual School Accountability Report Card (SARC) Report)</p> <p>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)</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supervision and staffing of instructional program	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	\$ 13,300,000 Certificated Salaries \$ 4,200,000 benefits funded by

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	LCFF Base Funds Total: \$17,500,000 (1000, 1-2-3's)(1) - 1000-1999 Certificated Salaries - LCFF Base: \$17,500,000
Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$ 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
Supervision and staffing of custodial and maintenance staff	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Supervision and staffing of custodial and maintenance staff (3) \$1,500,000 Classified Salaries \$650,000 Benefits Total: \$2,150,000 - 2000-2999 Classified Salaries

			- LCFF Base: \$2,150,000
Subsidize student reduced meal expenses	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	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

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	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)
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supervision and staffing of instructional program	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$ 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
Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$ 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
Supervision and staffing of custodial and maintenance staff	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Supervision and staffing of custodial and maintenance staff (3) \$1,500,000 Classified Salaries \$650,000 Benefits Total: \$2,150,000 - 2000-2999 Classified Salaries - LCFF Base: \$2,150,000
Subsidize student reduced meal expenses	School-Wide	<input type="checkbox"/> All -----	Subsidize student reduced meal



		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	expenses (4) \$0.30 per breakfast and \$0.40 per lunch subsidy - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$51,000
--	--	---	--

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>1A. 100% of all teachers are fully credentialed and appropriately placed per ESEA. (Current CCTC records maintained)</p> <p>1B. 100% of all students have access to Standards-aligned Instructional Materials. (Annual School Accountability Report Card (SARC) Report)</p> <p>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)</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supervision and staffing of instructional program	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$ 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>Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$ 1,007,714, funded by LCFF Base Funds (4110, 4310)(2) - 4000-4999 Books and Supplies - LCFF Base: \$1,007,714</p> <p>Textbook funding from Lottery - 4000-4999 Books and Supplies - Other State Revenues: \$182,286</p>
<p>Supervision and staffing of custodial and maintenance staff</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Supervision and staffing of custodial and maintenance staff (3) \$1,500,000 Classified Salaries \$650,000 Benefits Total: \$2,150,000 - 2000-2999 Classified Salaries - LCFF Base: \$2,150,000</p>
<p>Subsidize student reduced meal expenses</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Subsidize student reduced meal expenses (4) \$0.30 per breakfast and \$0.40 per lunch subsidy - 5000-5999</p>

			Services and Other Operating Expenses - LCFF S & C: \$51,000
--	--	--	---

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.

Related State and/or Local Priorities:

1\_\_ 2\_X 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_\_ 8\_\_

COE Only: 9\_\_ 10\_\_

Local: \_\_\_\_\_

GOAL:

Identified Need:

- 100% Implementation of the CCSS
- 100% Implementation of the CCSS for EL Students

Goal Applies to:

- Schools: High School
- Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Granada Hills Charter teachers will participate in Professional Development, trainings and workshops in CA CCSS</p> <p>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>School-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</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</p> <p>Professional Development - College Board Pre-AP Schoolwide Training - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$25,000</p> <p>CCSS Training and Professional Development, Workshops and Conferences expenses for staff.</p>

			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
B. All teachers of English Learners, EL and RFEP participate in Professional Development of the CCSS with application of SDAIE and ELD instructional strategies	School-Wide; Professional development schoolwide training, workshops and conference expenses	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,000
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	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$85,000 Certificated Salaries, \$22,000 Benefits, Total=\$107,000 LCFF Supplemental Funds (7) - 1000-1999 Certificated Salaries - LCFF S & C: \$107,000
CTEL Assistance Program for Staff	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Supplemental Funds remaining for eligible credentialed staff

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	CTET reimbursements (8) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,500
--	--	---	---

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	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
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Granada Hills Charter teachers will participate in Professional Development, trainings and workshops in CA CCSS</p> <p>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>	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<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</p> <p>Professional Development - College Board Pre-AP Schoolwide Training -</p>

			<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$25,000</p> <p>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>
B. All teachers of English Learners, EL and RFEP participate in Professional Development of the CCSS with application of SDAIE and ELD instructional strategies	School-Wide; Professional development schoolwide training, workshops and conference expenses	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,000
EL/RFEP ELD Instructional Staff-All teachers of English Learners, EL and RFEP will be	School-Wide	<input type="checkbox"/> All -----	\$85,000 Certificated



appropriately certified in SDAIE and ELD instructional strategies and qualified for instruction of six sections of ELD Classes		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Salaries, \$22,000 Benefits, Total=\$107,000 LCFF Supplemental Funds (7) - 1000-1999 Certificated Salaries - LCFF S & C: \$107,000
CTEL Assistance Program for Staff	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Supplemental Funds remaining for eligible credentialed staff CTET reimbursements (8) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>A. 100% Implementation of CCSS - Documentation of Professional development focusing on Common Core State Standards (CCSS); classroom observations by administrators</p> <p>B. 100% Implementation of the CCSS for EL Students - Documentation of professional development on CCSS and EL Learners; classroom observations by administrators</p>
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Granada Hills Charter teachers will participate in Professional Development, trainings and workshops in CA CCSS</p> <p>All Teachers will participate in professional development in appropriate learning</p>	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	A. GHCHS teachers will participate in Professional Development, trainings and

environments, test preparation, strategies and materials for high stakes testing. (Meets LCAP Priority IV)

Other Subgroups: \_\_\_\_\_

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
B. All teachers of English Learners, EL and RFEP participate in Professional Development of the CCSS with application of SDAIE and ELD instructional strategies	School-Wide; Professional development schoolwide training, workshops and conference expenses	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	- 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,000
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	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$85,000 Certificated Salaries, \$22,000 Benefits, Total=\$107,000 LCFF Supplemental Funds (7) - 1000-1999 Certificated Salaries - LCFF S & C: \$107,000
CTEL Assistance Program for Staff	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Supplemental Funds remaining for eligible credentialed staff CTCL reimbursements (8) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,500

<b>GOAL:</b>	III. PARENT INVOLVEMENT <ul style="list-style-type: none"> <li>• School will provide opportunities for parent involvement</li> <li>• School will provide opportunities for parent input in committee meetings and informational sessions</li> </ul>	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
--------------	---	--

<b>Identified Need:</b>	100% Parent access to opportunities for participation, and input on decision-making - Documentation of parent meetings; survey results
-------------------------	--

<b>Goal Applies to:</b>	Schools: High School Applicable Pupil Subgroups: All
-------------------------	---

LCAP Year 1: 2016-17

<b>Expected Annual Measurable Outcomes:</b>	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
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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</p> <p>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</p> <p>For Foster Youth: Continue outreach to Parent/Foster Guardians and Group Homes/Agencies with informational meetings,</p>	School-Wide	__All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	<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 &amp; C: \$6,000</p> <p>For Low Income pupils, outreach and Title I, Parent Advisory Meetings - 5000-5999 Services and Other</p>

<p>input, communications and relationship-building to insure student support</p> <p>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>Operating Expenses - Federal Revenues - Title I: \$6,000</p> <p>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>Parent Involvement Funding to assist in covering parent volunteer expenses, TB Testing, LiveScan, as needed, etc.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$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</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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</p> <p>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</p> <p>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</p> <p>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>School-Wide</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</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 &amp; C: \$6,000</p> <p>For Low Income pupils, outreach and Title I, Parent Advisory Meetings - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$6,000</p> <p>Summer Mailings to all parents and new incoming families \$500-materials, \$31,000-postage, \$10,000 -custom calendar, envelopes, etc. ) - 5000-5999</p>

			Services and Other Operating Expenses - LCFF Base: \$41,500
Parent Involvement Funding to assist in covering parent volunteer expenses, TB Testing, LiveScan, as needed, etc.	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$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

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	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 - <b>Documentation of parent meetings; survey results</b>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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</p> <p>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</p>	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	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

<p>parents. (ELAC, Pan con Café, etc.) and continue to encourage participation, parent education, empowerment and leadership</p> <p>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</p> <p>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>For Low Income pupils, outreach and Title I, Parent Advisory Meetings - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$6,000</p> <p>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>Parent Involvement Funding to assist in covering parent volunteer expenses, TB Testing, LiveScan, as needed, etc.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$3,000 - Title I (11) Estimated expenditure due to increased parent outreach for volunteerism. - 5000-5999 Services and Other Operating Expenses - Federal</p>



			Revenues - Title I: \$3,000
--	--	--	--------------------------------

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 11<sup>th</sup> 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%)

Related State and/or Local Priorities:

1\_\_ 2\_\_ 3\_\_ 4\_X 5\_\_ 6\_\_ 7\_\_ 8\_\_

COE Only: 9\_\_ 10\_\_

Local: \_\_\_\_\_

GOAL:

Identified Need:

A. All students will meet or exceed targets for growth in Statewide Assessments once set by the State (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 when established)

- C. 100% of students are on track to be college and career ready (Metric: PSAT 9th and 11th ERW and Math Benchmark Performance and A-G On Track Rate Counseling Report)
- D. To increase number of EL demonstrating proficiency in English Language development (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 (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. (Metric: 11<sup>th</sup> grade EAP percent conditional and college ready in ELA and Math and A-G graduation rate)

Goal Applies to:

Schools: High School  
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- A. All students will meet or exceed targets for growth in Statewide 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 11<sup>th</sup> 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)

Actions/Services

Scope of Service

Pupils to be served within

Budgeted

		identified scope of service	Expenditures
Increase student access to technology computers, labs, training and upgrades	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$300,000 chromebook lease funded by LCFF Supplemental Funds (12) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$300,000
IT and SIS/CALPADS Staffing	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$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
SIS Provider and school-wide data tools	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$105,000 funded from LCFF Base Funds (14) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$105,000
Testing Services	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	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
Student access to growth, diagnostic and college readiness tools (EAP, PSAT, NWEA, etc.)	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	PSAT-\$35,000 SchoolCity-\$45,000 NWEA-\$14,000 Total: \$94,000 LCFF Base Funds (16) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$94,000
College and Career Counselors Staffing  Naviance-College Readiness Assessment and other Program assistance	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	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
Part time EL Coordinator/Case Carrier and Staff Development Assistant:	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$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
Part Time EL Counselor 40%	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	\$40,000 credentialed Salaries expense, \$16,000 Benefits expense, Total

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$56,000 (18a) - 1000-1999 Certificated Salaries - LCFF S & C: \$56,000
Language Assistants - EL	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$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
Classified Assistant for Foster Youth	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$46,000 Salaries \$22,000 Benefits Total: \$68,000 (22) - 2000-2999 Classified Salaries - LCFF S & C: \$68,000
Part Time Foster Youth Counselor - (40%) AB 167 Support  • Transcript evaluation, course placement, advisement and support	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$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

Part Time Teaching Assistants for Core English, Math and Science support of CCSS and targeted tutoring for low income, foster youth and EL	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u>	\$160,000 Classified Salaries \$20,000 Benefits Total \$180,000 Supplemental Funds (25) - 2000-2999 Classified Salaries - LCFF Base: \$180,000
Acellus Program and student licenses	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$7,250 LCFF Supplemental Funds (Goal 1150)(23) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,250
Home Internet Access for Low Income Families	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$11,000 LCFF Supplemental Funds (24) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$11,000
SAT Fee Assistance for low income students	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	SAT Fee Assistance for Low Income students - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,000

LCAP Year 2: 2017-18

Expected Annual

A. All students will meet or exceed targets for growth in Statewide Assessments once set by the State - Meets or



Measurable Outcomes:	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 11 <sup>th</sup> 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)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase student access to technology computers, labs, training and upgrades	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$300,000 chromebook lease funded by LCFF Supplemental Funds (12) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$300,000
IT and SIS/CALPADS Staffing	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$617,000 Classified Salaries \$233,000 Benefits Total: \$850,000 expenses funded from LCFF Base Funds (13) -

		<input type="checkbox"/> Other Subgroups: _____	2000-2999 Classified Salaries - LCFF Base: \$850,000
SIS Provider and school-wide data tools	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$105,000 funded from LCFF Base Funds (14) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$105,000
Testing Services	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	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
Student access to growth, diagnostic and college readiness tools (EAP, PSAT, NWEA, etc.)	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	PSAT-\$35,000 SchoolCity-\$45,000 NWEA-\$14,000 Total: \$94,000 LCFF Base Funds (16) - 5000-5999

		<input type="checkbox"/> Other Subgroups: _____	Services and Other Operating Expenses - LCFF Base: \$94,000
College and Career Counselors Staffing  Naviance-College Readiness Assessment and other Program assistance	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	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
Part time EL Coordinator/Case Carrier and Staff Development Assistant:	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$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
Part Time EL Counselor 40%	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$40,000 credentialed Salaries expense, \$16,000 Benefits expense, Total \$56,000 (18a) - 1000-1999 Certificated Salaries - LCFF S & C: \$56,000
Language Assistants - EL	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$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
Classified Assistant for Foster Youth	School-Wide	<input type="checkbox"/> All	\$46,000 Salaries

		<p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>\$22,000 Benefits</p> <p>Total: \$68,000 (22)</p> <p>- 2000-2999</p> <p>Classified Salaries -</p> <p>LCFF S &amp; C:</p> <p>\$68,000</p>
<p>Part Time Foster Youth Counselor - (40%)</p> <p>AB 167 Support</p> <ul style="list-style-type: none"> <li>• Transcript evaluation, course placement, advisement and support</li> </ul>	School-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>\$40,000</p> <p>Credentialed</p> <p>Salaries expense</p> <p>\$16,000 Benefits</p> <p>expense Total:</p> <p>\$56,000 LCFF</p> <p>Supplemental Funds</p> <p>(Goal 1150)(21) -</p> <p>1000-1999</p> <p>Certificated Salaries</p> <p>- LCFF S &amp; C:</p> <p>\$56,000</p>
<p>Part Time Teaching Assistants for Core</p> <p>English, Math and Science support of CCSS</p> <p>and targeted tutoring for low income, foster</p> <p>youth and EL</p>	School-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u></p>	<p>\$160,000 Classified</p> <p>Salaries</p> <p>\$20,000 Benefits</p> <p>Total \$180,000</p> <p>Supplemental Funds</p> <p>(25) - 2000-2999</p> <p>Classified Salaries -</p> <p>LCFF Base:</p> <p>\$180,000</p>
<p>Acellus Program and student licenses</p>	School-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>\$7,250 LCFF</p> <p>Supplemental Funds</p> <p>(Goal 1150)(23) -</p> <p>5000-5999</p> <p>Services and Other</p> <p>Operating Expenses</p> <p>- LCFF S &amp; C:</p> <p>\$7,250</p>

Home Internet Access for Low Income Families	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$11,000 LCFF Supplemental Funds (24) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$11,000
SAT Fee Assistance for low income students	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	SAT Fee Assistance for Low Income students - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>A. All students will meet or exceed targets for growth in Statewide Assessments once set by the State - Meets or exceeds Targets for Growth (Metric: To be determined)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>F. 100% of students taking AP Exams will pass with a score of 3 or above (Metric: AP Exam Results)</p> <p>G. 100% of students will demonstrate college preparedness - Annual improvement in 11<sup>th</sup> 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)</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase student access to technology computers, labs, training and upgrades	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$300,000 chromebook lease funded by LCFF Supplemental Funds (12) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$300,000
IT and SIS/CALPADS Staffing	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$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
SIS Provider and school-wide data tools	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$105,000 funded from LCFF Base Funds (14) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$105,000
Testing Services	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Testing Coordinator \$105,000 Credentialed Salaries \$28,000 Benefits Total: 133,000

		<input type="checkbox"/> Other Subgroups: _____	Base Funds (15) - 1000-1999 Certificated Salaries - LCFF Base: \$133,000  Testing Proctors and Staffing - 2000-2999 Classified Salaries - LCFF Base: \$30,000
Student access to growth, diagnostic and college readiness tools (EAP, PSAT, NWEA, etc.)	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	PSAT-\$35,000 SchoolCity-\$45,000 NWEA-\$14,000 Total: \$94,000 LCFF Base Funds (16) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$94,000
College and Career Counselors Staffing  Naviance-College Readiness Assessment and other Program assistance	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	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



			<p>College and Career Office:  \$35000 Classified Salaries  \$21200 Benefits  Total: \$56,200 - 2000-2999  Classified Salaries - LCFF Base:  \$56,200</p> <p>Naviance - College Readiness Assessment and program assistance for students - 5000-5999  Services and Other Operating Expenses - LCFF Base:  \$30,000</p>
Part time EL Coordinator/Case Carrier and Staff Development Assistant:	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$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
Part Time EL Counselor 40%	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	\$40,000 credentialed Salaries expense, \$16,000 Benefits

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	expense, Total \$56,000 (18a) - 1000-1999 Certificated Salaries - LCFF S & C: \$56,000
Language Assistants - EL	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$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
Classified Assistant for Foster Youth	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$46,000 Salaries \$22,000 Benefits Total: \$68,000 (22) - 2000-2999 Classified Salaries - LCFF S & C: \$68,000
Part Time Foster Youth Counselor - (40%) AB 167 Support  • Transcript evaluation, course placement, advisement and support	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$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

Part Time Teaching Assistants for Core English, Math and Science support of CCSS and targeted tutoring for low income, foster youth and EL	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u>	\$160,000 Classified Salaries \$20,000 Benefits Total \$180,000 Supplemental Funds (25) - 2000-2999 Classified Salaries - LCFF Base: \$180,000
Acellus Program and student licenses	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$7,250 LCFF Supplemental Funds (Goal 1150)(23) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,250
Home Internet Access for Low Income Families	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$11,000 LCFF Supplemental Funds (24) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$11,000
SAT Fee Assistance for low income students	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	SAT Fee Assistance for Low Income students - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,000

GOAL:	<p>V. STUDENT ENGAGEMENT - Pupil engagement as measured by:</p> <p>A. School attendance rate - School will maintain a high ADA rate</p> <p>B. Chronic absenteeism rate - School will maintain a high ADA rate; fewer than 5% of students will meet or surpass threshold for absenteeism</p> <p>C. Middle school dropout rate (Not Applicable)</p> <p>D. High school dropout rate</p> <ul style="list-style-type: none"> <li>• 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%)</li> <li>• 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%)</li> </ul> <p>E. High school graduation rate</p> <ul style="list-style-type: none"> <li>• School will graduate 90+% of persisting seniors; cohort graduation rates will be higher than graduation rates at comparable neighborhood schools.</li> <li>• Cohort graduation rate of 92.1 (2012) will increase annually</li> <li>• 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%)</li> </ul>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7__ 8__</p> <p>COE Only: 9__ 10__</p> <p>Local: _____</p>
-------	---	---

Identified Need:	<p>A. School will maintain strong average daily attendance (ADA) rates that support student learning - Metric: Student Attendance Rate</p> <p>B. Fewer than 5% of students will meet or surpass threshold for absenteeism - Metric: Attendance Rate</p> <p>C. N/A</p> <p>D. The cohort dropout rate will improve annually - Metric: CDE Cohort Graduate and Dropout Rate Report</p> <p>E. School will meet the required 90% graduation rate established by the CDE - Metric: CDE Cohort Graduate and Dropout Rate Report</p>
------------------	--

Goal Applies to:	<p>Schools: High School</p> <p>Applicable Pupil Subgroups: All</p>
------------------	--

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- A. Attendance (ADA) rate >95%
- B. Absenteeism <5%
- C. N/A
- D. Dropout rate lower than comparable neighboring schools
- E. Meet or exceed CDE graduation rate - Graduation rate higher than comparable neighboring schools

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attendance Personnel/Staffing	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$502,000 Classified Salaries expense \$ 181,000 Benefits expense Total: \$683,000 LCFF Base funds (27) - 2000-2999 Classified Salaries - LCFF Base: \$683,000
Staffing of Counseling Services and extended counseling hours	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$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
Transition Teacher to support Foster Youth	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$102,000 Salary \$28,000 Benefits Total: \$130,000 - 1000-1999 Certificated Salaries - LCFF S & C: \$130,000

<p>Increase EL student engagement with additional resources for instruction, community involvement and college readiness preparation.</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>EL special projects, motivational materials, library and instructional materials for student engagement. (30) - 4000-4999 Books and Supplies - LCFF S &amp; C: \$2,000</p> <p>Provide transportation/excursion expenses (bus and entrance fee) specific to EL student enrichment and collage readiness. (30) - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$2,000</p>
---	--------------------	---	---

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>A. Attendance (ADA) rate &gt;95% B. Absenteeism &lt;5% C. N/A D. Dropout rate lower than comparable neighboring schools E. Meet or exceed CDE graduation rate - Graduation rate higher than comparable neighboring schools</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Attendance Personnel/Staffing</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>\$502,000 Classified Salaries expense \$ 181,000 Benefits expense Total: \$683,000 LCFF Base</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	funds (27) - 2000-2999 Classified Salaries - LCFF Base: \$683,000
Staffing of Counseling Services and extended counseling hours	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$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
Transition Teacher to support Foster Youth	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$102,000 Salary \$28,000 Benefits Total: \$130,000 - 1000-1999 Certificated Salaries - LCFF S & C: \$130,000
Increase EL student engagement with additional resources for instruction, community involvement and college readiness preparation.	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	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 collage readiness. (30) - 5000-5999 Services and Other

LCAP Year 3: 2018-19

Expected Annual  
Measurable  
Outcomes:

- A. Attendance (ADA) rate >95%
- B. Absenteeism <5%
- C. N/A
- D. Dropout rate lower than comparable neighboring schools
- E. Meet or exceed CDE graduation rate - Graduation rate higher than comparable neighboring schools

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attendance Personnel/Staffing	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$502,000 Classified Salaries expense \$ 181,000 Benefits expense Total: \$683,000 LCFF Base funds (27) - 2000-2999 Classified Salaries - LCFF Base: \$683,000
Staffing of Counseling Services and extended counseling hours	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$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
Transition Teacher to support Foster Youth	School-Wide	<input type="checkbox"/> All ----- OR:	\$102,000 Salary \$28,000 Benefits Total: \$130,000 -



		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	1000-1999 Certificated Salaries - LCFF S & C: \$130,000
Increase EL student engagement with additional resources for instruction, community involvement and college readiness preparation.	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	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 collage readiness. (30) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$2,000

GOAL:	<p>VI. SCHOOL CLIMATE - As measured by:</p> <p>A. Pupil suspension rates - School will reduce its suspension rates each year of operation</p> <p>B. Pupil expulsion rates - School will maintain a low &lt;1% annual pupil expulsion rate</p> <p>C. School Connectedness</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Continued implementation of athletics, after-school programs, family and community outreach and other programs integral to school operations</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Continued involvement of families in all key school operations and program.</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities</p>	<p>Related State and/or Local Priorities:  1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__  COE Only: 9__ 10__  Local: _____</p>
-------	--	--

Identified Need:	<p>A. Reduce the number of student suspensions - Metric: Student Suspension Rate Report</p> <p>B. Reduce the number of student expulsions - Metric: Student Expulsion Rate Report</p> <p>C. Increase sense of connectedness to school by students, families and school community - Metric: Annual Stakeholder Survey</p>
------------------	--

Goal Applies to:	<p>Schools: High School</p> <p>Applicable Pupil Subgroups: All</p>
------------------	--

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>A. Suspension rate lower than prior year</p> <p>B. Expulsion rate &lt;1%</p> <p>C. 75% positive results on Annual Stakeholder Satisfaction Survey</p>
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
------------------	------------------	--	-----------------------

Discipline Deans Staffing	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>African American</u>	\$340,000 Salaries expense \$100,000 Benefits expense Total: \$440,000 LCFF Base funds (31) - 1000-1999 Certificated Salaries - LCFF Base: \$440,000
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	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Security Staffing \$460,000 Salaries \$251,000 Benefits Total: \$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
Additional staffing of Security Aides	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$18,000 Classified Salaries expense \$15,000 Benefits expense Total: \$33,000 LCFF Supplemental Funds (33) - 2000-2999 Classified Salaries - LCFF S & C: \$33,000
ERICS Counselor to support of Foster Youth	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$70,000 Salary expense \$24,000 Benefits Total: \$94,000 - 3000-3999 Employee Benefits - LCFF S & C: \$94,000
LCAP & Stakeholder School Satisfaction Survey Development and implementation Contract Provided by Columbia University Teachers College	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$6,000 LCFF Base Funds (35) - 7000-7499 Other - LCFF Base: \$6,000

LCAP Year 2: 2017-18

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

Actions/Services	Scope of Service	Pupils to be served within	Budgeted
------------------	------------------	----------------------------	----------

		identified scope of service	Expenditures
Discipline Deans Staffing	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>African American</u>	\$340,000 Salaries expense \$100,000 Benefits expense Total: \$440,000 LCFF Base funds (31) - 1000-1999 Certificated Salaries - LCFF Base: \$440,000
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	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Security Staffing \$460,000 Salaries \$251,000 Benefits Total: \$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
Additional staffing of Security Aides	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$18,000 Classified Salaries expense \$15,000 Benefits expense Total: \$33,000 LCFF Supplemental Funds (33) - 2000-2999 Classified Salaries - LCFF S & C: \$33,000
ERICS Counselor to support of Foster Youth	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$70,000 Salary expense \$24,000 Benefits Total: \$94,000 - 3000-3999 Employee Benefits - LCFF S & C: \$94,000
LCAP & Stakeholder School Satisfaction Survey Development and implementation Contract Provided by Columbia University Teachers College	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$6,000 LCFF Base Funds (35) - 7000-7499 Other - LCFF Base: \$6,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- A. Suspension rate lower than prior year
- B. Expulsion rate <1%

C. 75% positive results on Annual Stakeholder Satisfaction Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Discipline Deans Staffing	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>African American</u>	\$340,000 Salaries expense \$100,000 Benefits expense Total: \$440,000 LCFF Base funds (31) - 1000-1999 Certificated Salaries - LCFF Base: \$440,000
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	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Security Staffing \$460,000 Salaries \$251,000 Benefits Total: \$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
Additional staffing of Security Aides	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$18,000 Classified Salaries expense \$15,000 Benefits expense Total: \$33,000 LCFF Supplemental Funds (33) - 2000-2999 Classified Salaries - LCFF S & C: \$33,000
ERICS Counselor to support of Foster Youth	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$70,000 Salary expense \$24,000 Benefits Total: \$94,000 - 3000-3999 Employee Benefits - LCFF S & C: \$94,000
LCAP & Stakeholder School Satisfaction Survey Development and implementation Contract Provided by Columbia University Teachers College	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$6,000 LCFF Base Funds (35) - 7000-7499 Other - LCFF Base: \$6,000



<b>GOAL:</b>	VII. COURSE ACCESS - Students including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantages, 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.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE Only: 9__ 10__ Local: _____
--------------	--	--

<b>Identified Need:</b>	All students will have 100% access to a broad course of study - Metric: Sampling review of Individual Learning Plans
-------------------------	--

<b>Goal Applies to:</b>	Schools: High School Applicable Pupil Subgroups: All
-------------------------	---

LCAP Year 1: 2016-17

<b>Expected Annual Measurable Outcomes:</b>	100% Access to academic and educational programs as outlined in the school's charter.
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Additional course offerings for preparation and support for student access to higher level courses	School-Wide	__All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>underperforming subgroups</u>	(\$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
Summer CELDT Testing for incoming Students to provide for appropriate course placement and full access to support. EL Coordinator/Testing Coordinator	School-Wide	__All ----- OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient	(4x6x\$77x2=\$4000) \$4000 Credentialed Salaries \$1,100 Benefits Total: \$5,100 LCFF Supplemental Funding

\_\_ Other Subgroups: \_\_\_\_\_

- 1000-1999  
Certificated Salaries  
- LCFF S & C: \$5,100

LCAP Year 2: 2017-18

Expected Annual  
Measurable  
Outcomes:

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Additional course offerings for preparation and support for student access to higher level courses	School-Wide	<p>__ All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>underperforming subgroups</u></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 &amp; C: \$926,000</p>
Summer CELDT Testing for incoming Students to provide for appropriate course placement and full access to support. EL Coordinator/Testing Coordinator	School-Wide	<p>__ All ----- OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	<p>(4x6x\$77x2=\$4000) \$4000 Credentialed Salaries \$1,100 Benefits Total: \$5,100 LCFF Supplemental Funding - 1000-1999 Certificated Salaries - LCFF S &amp; C: \$5,100</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Additional course offerings for preparation and support for student access to higher level courses	School-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u></p>	<p>(\$77/per period x 51 per x 180 days)</p> <p>\$707,000</p> <p>Credentialed</p> <p>(\$23.83/per x 51 x 180 days)</p> <p>\$219,000 Benefits</p> <p>Total: \$926,000</p> <p>LCFF Supplemental Funds - 1000-1999</p> <p>Certificated Salaries - LCFF S &amp; C:</p> <p>\$926,000</p>
Summer CELDT Testing for incoming Students to provide for appropriate course placement and full access to support. EL Coordinator/Testing Coordinator	School-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>(4x6x\$77x2=\$4000)</p> <p>\$4000 Credentialed Salaries</p> <p>\$1,100 Benefits</p> <p>Total: \$5,100 LCFF Supplemental Funding - 1000-1999</p> <p>Certificated Salaries - LCFF S &amp; C: \$5,100</p>

VIII. PUPIL OUTCOMES

Related State and/or Local Priorities:

1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_\_ 8\_X

COE Only: 9\_\_ 10\_\_

Local: \_\_\_\_\_

GOAL:

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

Identified Need:

A. All incoming students will participate in Summer Transition Academy - Metric: STA Attendance Rate

B. All students will have access to ELA Intervention - Metric: Documentation of student participation in ELA intervention activities

C. All students will have access to Math Intervention - Metric: Documentation of student participation in Math intervention activities

Goal Applies to:

Schools: High School

Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

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.

Actions/Services

Scope of Service

Pupils to be served within identified scope of service

Budgeted Expenditures

<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>School-Wide; STA and Summer School</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</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 Benefits Total: \$33,000 - 2000-2999 Classified Salaries - LCFF Base: \$33,000</p>
<p>A. Summer Bridge - Targeted STA support for EL Students in support of ELA and Math skills development</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$4,000 Certificated Salaries \$1,100 Benefits Total: \$5,100 LCFF Supplemental Funds - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$5,100</p>
<p>B. ELA Intervention C. Math Intervention</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All ----- OR:</p>	<p>Co-teaching Program for math, social science, and</p>

<p>Co-taught select social studies and science classes Co-taught select algebra 1, algebra 2 and geometry classes</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u></p>	<p>science for Math &amp; ELA intervention (40) \$584,000 Certificated salaries \$250,000 Benefits Total \$834,000 (Title I and) LCFF Base Funds Expense 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>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>School-Wide</p>	<p><u>  </u>All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u></p>	<p>\$75,000 Salary expenditure \$27,000 Benefits expenditure \$102,000 Total LCAP Supplemental Funds (43) - 1000-1999 Certificated</p>

			Salaries - LCFF S & C: \$102,000
Supplemental Education Services for eligible low income students as required by Program Improvement Year 2	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	SES Services for eligible students (43) - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$74,125
After Hours Activities - Tutoring and Enrichment Support	School-Wide; 21st Century CLC Grant	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	AHA Grant (42) Services students with before and after school tutoring, support and enrichment. - 7000-7499 Other - After School Education & Safety: \$250,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	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.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
------------------	------------------	--	-----------------------

<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>School-Wide; STA and Summer School</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</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 Benefits Total: \$33,000 - 2000-2999 Classified Salaries - LCFF Base: \$33,000</p>
<p>A. Summer Bridge - Targeted STA support for EL Students in support of ELA and Math skills development</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$4,000 Certificated Salaries \$1,100 Benefits Total: \$5,100 LCFF Supplemental Funds - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$5,100</p>
<p>B. ELA Intervention C. Math Intervention</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All ----- OR:</p>	<p>Co-teaching Program for math, social science, and</p>



<p>Co-taught select social studies and science classes Co-taught select algebra 1, algebra 2 and geometry classes</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u></p>	<p>science for Math &amp; ELA intervention (40) \$584,000 Certificated salaries \$250,000 Benefits Total \$834,000 (Title I and) LCFF Base Funds Expense 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>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>School-Wide</p>	<p><u>  </u>All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u></p>	<p>\$75,000 Salary expenditure \$27,000 Benefits expenditure \$102,000 Total LCAP Supplemental Funds (43) - 1000-1999 Certificated</p>

			Salaries - LCFF S & C: \$102,000
Supplemental Education Services for eligible low income students as required by Program Improvement Year 2	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	SES Services for eligible students (43) - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$74,125
After Hours Activities - Tutoring and Enrichment Support	School-Wide; 21st Century CLC Grant	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	AHA Grant (42) Services students with before and after school tutoring, support and enrichment. - 7000-7499 Other - After School Education & Safety: \$250,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	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.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
------------------	------------------	--	-----------------------

<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>School-Wide; STA and Summer School</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</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 Benefits Total: \$33,000 - 2000-2999 Classified Salaries - LCFF Base: \$33,000</p>
<p>A. Summer Bridge - Targeted STA support for EL Students in support of ELA and Math skills development</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>\$4,000 Certificated Salaries \$1,100 Benefits Total: \$5,100 LCFF Supplemental Funds - 5000-5999 Services and Other Operating Expenses - LCFF S &amp; C: \$5,100</p>
<p>B. ELA Intervention C. Math Intervention</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All ----- OR:</p>	<p>Co-teaching Program for math, social science, and</p>

<p>Co-taught select social studies and science classes Co-taught select algebra 1, algebra 2 and geometry classes</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u></p>	<p>science for Math &amp; ELA intervention (40) \$584,000 Certificated salaries \$250,000 Benefits Total \$834,000 (Title I and) LCFF Base Funds Expense 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>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>School-Wide</p>	<p><u>  </u>All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u></p>	<p>\$75,000 Salary expenditure \$27,000 Benefits expenditure \$102,000 Total LCAP Supplemental Funds (43) - 1000-1999 Certificated</p>

			Salaries - LCFF S & C: \$102,000
Supplemental Education Services for eligible low income students as required by Program Improvement Year 2	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	SES Services for eligible students (43) - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$74,125
After Hours Activities - Tutoring and Enrichment Support	School-Wide; 21st Century CLC Grant	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	AHA Grant (42) Services students with before and after school tutoring, support and enrichment. - 7000-7499 Other - After School Education & Safety: \$250,000

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	<p>I. BASIC SERVICES</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Related State and/or Local Priorities:  1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__  COE Only: 9__ 10__  Local: _____</p>
-------------------------------------	--	--

Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	<p>1A. 100% of all teachers are fully credentialed and appropriately placed per ESEA. (Current CCTC records maintained)</p> <p>1B. 100% of all students have access to Standards-aligned Instructional Materials. (Annual School Accountability Report Card (SARC) Report)</p> <p>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)</p>	Actual Annual Measurable Outcomes:	<p>A. All GHCHS teachers are fully credentialed meeting the established goal.</p> <p>B. All students have access to standards-aligned instructional materials as currently available.</p> <p>C. All school facilities are maintained and in good repair per regular and annual site Inspections.</p>
--------------------------------------	---	------------------------------------	--

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Supervision and staffing of instructional program	\$ 13,200,000 Certificated Salaries \$ 3,340,000	Support of supervision and staffing of instructional program was provided.	\$13,297,000 Certificated Salaries \$4,200,000

	benefits funded by LCFF Base Funds Total: \$16,540,000 (1000, 1-2-3's)		Benefits funded by LCFF Base Funds Total: \$17,497,000.
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Instructional and supplemental materials purchased aligned to CA Common Core State Standards and the charter petition	\$\$ 1,190,000, funded by LCFF Base funding (4110, 4310)	Instructional and supplemental materials were purchased aligned to the CA Common Core State Standards (as available) and the charter petition. The lower expenditure was due to implementation of 1:1 technology program and use of online instructional materials.	\$940,000, funded by LCFF Base funding
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Supervision and staffing of custodial, maintenance staff and security staffing	\$1,400,000 Classified Salaries \$550,000 Benefits Total: \$1,950,000 funded by LCFF	Support and staff of custodial, maintenance and security staffing was provided.	\$1,476,000 Classified Salaries \$650,000 Benefits Total: \$2,113,000 funded by LCFF



	Base Funds (8100, 8300, 2-3's)		Base Funds
Scope of Service:	School-Wide	Scope of Service:	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Subsidize student reduced meal expenses	\$50,000 funded by Supplemental Funds	Subsidizing of student reduced meal expenses. \$0.30 per breakfast and \$0.40 per lunch subsidy.	Estimated \$51,000 expenditure by school year end.
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes in actions, services and expenditures are expected. Goals will remain the same.		

Original GOAL from prior year LCAP:	II. IMPLEMENTATION OF COMMON CORE STATE STANDARDS (CCSS)		Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
	A. Implementation <ul style="list-style-type: none"> <li>School will fully implement state-adopted ELA and Math academic content and performance standards by School Year 2014-15 for all student including subgroups.</li> <li>School will seek to implement academic content and performance standards for all core subjects <i>as they are adopted by the state.</i></li> <li><i>Teachers will participate in annual professional development on the implementation of the Common Core State Standards.</i></li> <li><i>All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards.</i></li> </ul>		
	B. EL Students and Academic Content Knowledge <ul style="list-style-type: none"> <li>All EL students will gain academic content knowledge through the state-adopted academic content and performance standards.</li> <li>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.</li> </ul>		

Goal Applies to:	Schools:   High School
	Applicable Pupil Subgroups:   All

Expected Annual Measurable Outcomes:	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 Annual Measurable Outcomes:	A. Professional development documentation and administrative classroom observations support implementation of the Common Core State Standards in all classes.  B. Professional development documentation and administrative classroom observations support implementation of the Common Core State Standards for all ESL classes and EL Learners.
--------------------------------------	---	------------------------------------	---

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Professional Development:                      A. Granada Hills Charter teachers will participate in Professional Development, trainings and workshops in CA CCSS.</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>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>\$159,000 Professional/Consulting Services &amp; Other Operating Expenses by Title I, Title II and (\$25,000) LCFF Supplemental Funds</p> <p>Also supports LCAP Goal IV-Student Achievement</p>	<p>This expenditure covered: Workshops and Conference expenditures for teachers in CCSS and NGSS as well as professional development of teachers of EL Learners, EL and RFEP for integration of the CCSS with application of SDAI and ELD instructional Strategies.</p> <p>All teachers participated in professional development in appropriate learning environments, test preparation, strategies and materials for high stakes testing.</p>	<p>\$69,000 Educator Effective one-time funding                      \$13,000 Title II                      \$25,000 Title I                      \$5,000 Perkins</p> <hr/> <p>\$112 Title and Grant Funding                      \$213,000 - LCAP Supplemental Funds</p> <p>\$325,000 Total</p>
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<p><u>  </u> All</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth  <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups: <u>underperforming subgroups</u></p>		<p><u>  </u> All</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth  <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups: <u>underperforming subgroups</u></p>	
<p>A. EL/RFEP ELD Instructional Staff. All teachers of English Learners, EL and RFEP will be appropriately certified and trained in SDAIE and</p>	<p>\$88,000 Certificated Salaries expense                      \$8,000 Benefits                      Total \$96,000 expenses</p>	<p>All EL/RFEP ELD Instructional Staff are appropriately certified and trained in SDAIE and ELD instructional strategies and are</p>	<p>\$85,000 Certificated Salaries expense                      \$22,000 Benefits                      Total \$107,000 funded by LCFF</p>

ELD instructional strategies and are qualified for instruction of six sections of ELD Classes	funded by LCFF Supplemental Funds	highly qualified for instruction of six sections of ELD classes.	Supplemental
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
CTEL Assistance Program for Staff	\$24,400 Supplemental Funds	CTEL Assistance for Staff has been available and in place since June 2015. To date we have provided \$12,750.25 to staff to assist in the cost of obtaining the CLAD certification. We expect two-three more additional teacher reimbursements during the 2015-16 school year (additional \$5,000).	Expected \$17,750.25 through 2016.
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No expected changes in actions, services and expenditures or changes to goals will be made at this time as we continue to train, identify new resources and develop expertise in delivering the CCSS to all students. Professional development for all teachers and staff specific to EL student support and the Common Core State Standards will be additionally addressed in August Professional Learning Days.		

Original GOAL from prior year LCAP:	III. PARENT INVOLVEMENT <ul style="list-style-type: none"> <li>• School will provide opportunities for parent involvement</li> <li>• School will provide opportunities for parent input in committee meetings and informational sessions</li> </ul>	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
-------------------------------------	---	--

Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
------------------	---

Expected Annual Measurable Outcomes:	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 - <b>Documentation of parent meetings; survey results</b>	Actual Annual Measurable Outcomes:	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. Parent engagement continues to be a struggle but efforts continue as planned.  The Advisory Council (School Site Council) contains three parent members. All meetings have been well documented and survey results published.
--------------------------------------	---	------------------------------------	--

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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	\$6,000 Services & Other Operating Expenses funded by LCFF Base funds (2495)	The charter school hosted a variety of parent/information/activity events each semester in which parent/guardian input for decision-making was clearly communicated. Parent Advisory/Title I Meetings (2) , ELAC (2), Pan con café (1) and PTSA Meetings (3) took place at least once per semester.	\$6,000 Services & Other Operating Expenses funded by LCFF Base funds (2495)
Scope of Service:	School-Wide	Scope of Service:	School-Wide

<u>X</u> All	<u>X</u> All
OR:	OR:

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____			
Parent Outreach: 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 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.  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	\$34,000 paid out of Supplemental Funds (Goal 1160,Function 2495)	Outreach to RFEP and EL Parents through general Parent Advisory Meetings and ELAC Parent meetings were held throughout the year with four ELAC meetings culminating celebration of parent involvement and student progress. In addition, there were two Pan con café Meetings which provide an informal environment to support parent participation, education, empowerment and leadership.  For Low Income Pupils, Title I Parent meetings were held twice per semester.  Outreach continues to Parent/Foster Youth Guardians and Group Homes and Agencies. While none of these individuals attended the Parent Advisory Meetings outreach continued through informal communication and meetings for input and support of foster youth. Full language translation support for participants was provided at each Parent meeting.	\$0 expenditure for communications - moved to electronic means, email, website, text. \$500 meeting materials \$31,000 postage \$10,000 Summer Mailing - (\$1300 calendar design, \$4100 calendar printing cost, \$600 envelopes - plus other material printing costs) Total \$41,500		
Scope of Service:		School-Wide	Scope of Service:		School-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____			
Parent Involvement Funding to assist in covering parent volunteer expenses, TB Testing, LiveScan, as needed, etc.	\$2,000 - Title I	Parent volunteerism increased this year due to the support of reimbursement for screening; TB testing and LiveScan. Per the volunteer	\$1200 reimbursements submitted		

		database in Helios, the parent volunteer base increased by 34% in 2015-16 (an additional 121 parent volunteers).	
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We continues to explore and expand ways to communicate and engage our parents. Through survey results and recommendations, we will explore expansion and reorganization of the parent webpages, adoption of a GHCHS parent mobile app for communication purposes linked to our website and the Home Access Center eSchoolPLUS Family app already in place. In addition, we will begin development of a "Parent Ambassador" program identifying parents as representative of student groups and programs as well as outreach ambassadors to other parents and community members.  There are no expected changes in actions, services, expenditures or goals at this time.	

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 CA ASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics including the CAHSEE

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

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 grade level on the CA ASPP 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 11<sup>th</sup> 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)
- 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%)

Related State and/or Local Priorities:

1\_\_ 2\_\_ 3\_\_ 4\_X 5\_\_ 6\_\_ 7\_\_ 8\_\_

COE Only: 9\_\_ 10\_\_

Local: \_\_\_\_\_

Original GOAL from prior year LCAP:

Goal Applies to:

Schools: High School

Applicable Pupil Subgroups: All

Expected Annual Measurable

A. All students will meet or exceed targets for growth in Statewide Assessments once set by the State - Meets or exceeds Targets for Growth (Metric: To be

Actual Annual Measurable

A. Annual Yearly Progress (AYP) based on Statewide Assessments set by the State is currently limited to participation rate and graduation rate for 2015.



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 - (1) Annual GHCHS Counseling Report showing on-track A-G completion of grade 9-11 students. 2) Annual improvement in the 9th and 11th grade PSAT College and Career Readiness compared to statewide and nationwide performance as determined by the PSAT College and Career Readiness Benchmark 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 11<sup>th</sup> 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)

Outcomes:

GHCHS met both the participation rate and graduation rate targets for all student subgroups having met all 23 indicators and AYP for 2015.

B. Currently there is no API or similar Growth Target established by the CA State Board of Education. 2015 performance will be considered the CAASP baseline year.

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.

D. 40% of EL students advanced in the 2015 academic year one performance level on the CELDT which falls short of the 75% advancement goal, however **next year will be the final year CELDT is offered as the EL annual assessment tool. 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.**

E. EL Reclassification rates for 2015-16 (October 2, 2015 - Fall 1) showed an increase from 11% to 15% with 21 students out of a total of 141 English Learners redesignated (RFEP). This exceeds the 10% reclassification rate target.

F. AP Exam passage rate for 2015 was 76.1% a decrease from prior year of 82.6% due to the expansion of AP Physics to 9th grade enrollment and first year change in the AP Chemistry Exam which appears to have affected performance nationwide.

G. Annual improvement on the 11th grade Early Assessment Program (EAP) percent conditional and

Outcomes:

college ready in English Language Arts and Mathematics will require a new baseline set due to the new Smarter Balanced State Assessment as there is no comparison to prior testing measures. The 11th grade performance for EAP in 2015 showed 40% college readiness and 35% conditional readiness for college in English Language Arts and 28% college readiness and 30% conditional readiness for college in Mathematics. GHCHS Graduates completing all courses required for UC/CSU Entrance for 2014 was 73.9% a 0.7% increase from 2013. (Palisades Charter-63.6%, El Camino-41.0%,) (2015 data not yet available). GHCHS performance proved higher than all comparable neighboring schools in both EAP and A-G graduate data.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase student access to technology computers,labs, training and upgrades	\$1,400,000 funded by LCFF Supplemental Funds	4,850 chromebooks were not purchased as planned but instead leased. The were distributed to students. Additional inventory was obtained to insure all students have access for those in repair or forgotten throughout the school year.  Synergise a google app was purchased for training available to all students.	\$1,300,000 Leasing expenses and bought out technology LCFF Supplemental Funds
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__ Other Subgroups: _____		__ Other Subgroups: _____	
IT and SIS/CALPADS Staffing	\$595,000 Classified Salaries \$142,000 Benefits Total: \$737,000 expenses funded from LCFF Base Funds	IT Services were split between Network and Instructional IT Services to better support students and instruction. Staff was increased to support chromebook distribution, maintenance and repair, in house. CALPADS staffing remained static.	\$ 617,000 Classified Salaries \$ 233,000 Benefits Total: \$ 850,000 expenses funded by LCFF Base Funds
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
SIS Provider and school-wide data tools	\$100,000 funded from LCFF Base Funds	Annual expense of eSchoolPlus-full SIS System, eSchoolPLUS app for admin and parents, School City (replacing DataDirector)for administrators, department chairs and instructional staff for student performance data evaluation	\$105,000 funded from LCFF Base Funds
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Testing Coordinator and Annual Testing Assistants (Staff and Subs)	\$250,000 Credentialed Staffing LCFF	Testing Coordinator job responsibilities have shifted due to the online component of testing and while there was a decrease in the number of	\$105,000 Credentialed Salary

	Base Funds	testing assistants needed for annual State testing, there was an increase due to the increase in AP and IB testing schoolwide and greater need for proctors.	\$ 28,000 Benefits \$133,000 Total LCFF Base Funds
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Student access to growth, diagnostic and college readiness tools (EAP, PSAT, NWEA, etc.)	\$83,000 LCFF Base Funds	All students in grades 9-11 had access to the PSAT. All grade 9 and 11 had access to the NWEA for progress and growth. All students grade 11 had access to the EAP. These measures were utilized to access growth and college readiness and identify areas of weakness to inform instruction and student support. SchoolCity was utilized for teachers to access and review student testing results.	PSAT (\$35,000) SchoolCity (\$45,000) NWEA (\$14,000) Total: \$94,0000
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
College and Career Counselors Staffing  Naviance-College Readiness Assessment and other Program assistance	\$298,000 Credentialed Salaries expense \$75,000 Benefits expense \$38,000 Other	All students have access to the Naviance-College Readiness Assessment and Program assistance. The second year of GHCHS's implementation of the Naviance program includes a thoughtful curriculum which prepares students for college and career readiness. This curriculum	\$260,000 Credentialed Salaries \$73,000 Benefits \$35,000

Expenses  
Total: \$411,000  
LCFF Base Funds

has been implemented to all Granada students, including iGranada students. The College and Career counselors completed presentations to every grade level and instructed students on Naviance tasks and college admission requirements. See the outline below for the grade level tasks and surveys that have been completed this year. College Counselors and Naviance Site Manager provided professional development for school faculty at the beginning of the academic year. The professional development sessions focused on the Naviance teacher engagement package and relevant ways teachers can use the Naviance program, including letters of recommendation. The AlumniTracker feature of Naviance has provided alumni college enrollment reports from the National Student Clearinghouse (NSC); these reports are updated several times per year. The NSC reports include college enrollment data for alumni individually, as well as demographic based and aggregate alumni data reporting.

Naviance Grade Level Tasks and Surveys:

9th graders:

All 9th graders were shown and instructed to complete

1. Naviance Career Interest Profiler
2. Naviance Career Cluster Finder
3. Added at least one career cluster to Favorites List
4. Naviance Pre and Post Tests

10th graders:

All 10th graders were shown and instructed to complete

1. Naviance Career Interest Profiler

Classified  
Salaries \$21,200  
Benefits \$30,000  
Naviance  
TOTAL \$419,200

		<p>2.Naviance SuperMatch College Search  3.Add at least one college to Naviance colleges I'm thinking about  4.Naviance Game Plan</p> <p>11th graders:  All 11th graders were shown and instructed to complete  1.Naviance SuperMatch  2.Add at least one college to Naviance colleges I'm thinking about  3.Sign up for Sneak Peek Application Workshop in April under College Visits  4.Naviance Game Plan</p> <p>12th graders:  All 12th graders were shown and instructed to complete  1.Cal Grant Survey in Naviance  2.Spring Senior College Application Survey in Naviance  3.List all colleges applied to through Naviance</p>	
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Part time EL Coordinator/Case Carrier and Staff Development Assistant	\$55,000 Credentialed Salary expense \$16,500 Benefits expense \$71,500 Total LCFF	EL Coordinator has provided schoolwide and leadership professional development, evaluated EL student learning and increased the EL reclassification rate for 2015. In addition, the Coordinator has improved communication and participation by EL and RFEP parents in the ELAC Committee and expanded school activities for EL	\$50,000 Credentialed Salary expense \$14,000 Benefits Total: \$71,500 LCFF

	Supplemental Funds (Goal 1130)	and RFEP students.	Supplemental Funds
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Part Time Language Assistants for EL	\$120,000 Classified Salaries expense \$ 36,000 Benefits expense LCFF Supplemental Funds (Goal 1130)	Only one Part Time Language Assistant for EL was hired due to lack of applicants. We will again seek Mandarin and other language assistants for EL students in 2016-17.	\$25,000 Classified Salary \$4,000 Benefits Total \$29,000
Scope of Service:	School-Wide	Scope of Service:	
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Part Time Foster Youth Liaison • Assists in Transition to GHCHS and AB167 support • Interfaces with Group Home • Provides resource connections • Collaborates with social worker and Foster Youth Counselor	\$5,000 Stipend(Goal 1150) LCFF Supplemental Funds	The part time Foster Youth Liaison continues to work closely with our group homes and their staff, provide resources and collaborates with the social worker and Foster Youth Counselor.	\$0 Duties included in salary.

Scope of Service: School-Wide		Scope of Service: School-Wide	
__All ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Part Time Foster Youth Counselor - (40%) AB 167 Support  • Transcript evaluation, course placement, advisement and support	\$50,000 Credentialed Salaries expense \$12,500 Benefits expense Total: \$62,500 LCFF Supplemental Funds (Goal 1150)	The part time Foster Youth Counselor continues to provide support, advisement and course placement based on transcript evaluation as available for our foster youth students.	\$40,000 Credentialed Salary expense \$16,000 Benefits Total: \$56,000 LCFF Supplemental Funds
Scope of Service: School-Wide		Scope of Service: School-Wide	
__All ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Additional Classified Assistant for Foster Youth	\$20,000 Salaries \$5,000 Benefits Total: \$25,000 Supplemental Funds	A classified Assistant was assigned for Foster Youth and has provided clear assistance to our students.	\$46,000 Classified Salary \$22,000 Benefits Total: \$68,000 Supplemental Funds
Scope of Service: School-Wide		Scope of Service: School-Wide	



<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Acellus Program and student licenses	\$7,000 LCFF Supplemental Funds (Goal 1150)	All Foster Students were provided access to the Acellus Program to help expedite credit retrieval, remediation and advancement. Estimated 65 Foster Youth students in school year 2015-16.	Total: \$7,250 Supplemental Funds
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>credit deficient/struggling students</u>	
Home Internet Access for Low Income Families	\$30,000 LCFF Supplemental Funds	T-Mobile hotspots were purchased for students with no reliable internet at home, equipment and monthly data fees.  Usage in 2015-16 was lower than estimated. All eligible students in need were served.	\$11,000 LCFF Supplemental Funds
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Part Time Teaching Assistants for Core English, Math and Science support of CCSS and targeted	\$96,000 Supplemental	In the 2015-16 school year 5 M-F (21 total) part time adult teaching assistants were hired to	\$160,000 Classified

tutoring for low income, foster youth and EL	Funds	assist in designated core English, math and science classes in support of CCSS and targeted tutoring for low income, foster youth and English Learners.	Salaries \$20,000 Benefits Total: \$180,000 Supplemental Funding
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<u>  </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u>		<u>  </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u>	
Professional Develop and Training for part time Teaching Assistants for Core English, Math and Science	\$15,000 Supplemental Funds	Monthly professional development trainings with instructional aides included advancements in technology, roles and responsibilities, effective instructional support, awareness of campus resources, team building, understanding different learning styles, and roles in supporting teachers to meet student needs. A large screen monitor with internet access was purchased to support the trainings and training center.	\$0 Expenditure moved to Professional Development
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<u>  </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u>		<u>  </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: _____	
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

OR:

Low Income pupils  English Learners  Foster Youth

Redesignated fluent English proficient

Other Subgroups: \_\_\_\_\_

OR:

Low Income pupils  English Learners  Foster Youth

Redesignated fluent English proficient

Other Subgroups: \_\_\_\_\_

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Envisioned changes include the following:

- 1) Focus on the new ELPAC Summative Exam for EL students and development of preparatory workshops for students not yet in place.
- 2) Review of student readiness for AP Physics in 9th grade possibly providing for more options in course selection in science.
- 3) Increased targeted support for AP students, e.g. expanded tutoring, workshops and supervised study groups, test prep.

Other data shows continuous improvement toward the expected goals and will be reevaluated in the next planning year.

No expected changes in actions, services, expenditures or goals at this time.

Original GOAL from prior year LCAP:	<p>V. STUDENT ENGAGEMENT - Pupil engagement as measured by:</p> <p>A. School attendance rate - School will maintain a high ADA rate (Annual P2 Report)</p> <p>B. Chronic absenteeism rate - School will maintain a high ADA rate; fewer than 5% of students will meet or surpass threshold for absenteeism (Annual P2 Report)</p> <p>C. Middle school dropout rate (Not Applicable)</p> <p>D. High school dropout rate</p> <ul style="list-style-type: none"> <li>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%)</li> <li>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%)</li> </ul> <p>E. High school graduation rate</p> <ul style="list-style-type: none"> <li>School will graduate 90+% of persisting seniors; cohort graduation rates will be higher than graduation rates at comparable neighborhood schools.</li> <li>Cohort graduation rate of 92.1 (2012) will increase annually</li> <li>Subgroup cohort graduation rate will increase annually to meet the State identified target subgroup grad rate requirement</li> <li>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%)</li> </ul>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7__ 8__</p> <p>COE Only: 9__ 10__</p> <p>Local: _____</p>
-------------------------------------	---	---

Goal Applies to:	<p>Schools:   High School</p> <p>Applicable Pupil Subgroups:   All</p>
------------------	--

Expected Annual Measurable Outcomes:	<p>A. Attendance (ADA) rate &gt;95%</p> <p>B. Absenteeism &gt;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>	Actual Annual Measurable Outcomes:	<p>A. The 2015 Attendance Rate was 97% meeting the expected measurable outcome of &gt;95%. (Taken from the P2 2014-15 Report for consistency)</p> <p>B. The 2015 Absenteeism Rate was 3% meeting the expected measurable outcome of &lt;5%. (Taken from the P2 2014-15 Report for consistency)</p> <p>C. N/A</p>
--------------------------------------	---	------------------------------------	--

D. The Annual Adjusted Grade 9-12 Dropout Rate for 2014 was 0.4% which is lower compared to neighboring schools meeting the expected goal.

(Chatsworth High School-1.7%, Kennedy High School-1.8%, Northridge Academy-1.7%, Valley Academy of Arts and Sciences-1.1%, El Camino Real Charter-0.2%, Palisades Charter-0.9%.) Cohort Dropout Rates improved for all student subgroups compared to the original LCAP stated baseline by the following percentages:

African American – improved 1.8% (decrease)

Hispanic/Latino – improved 4.9% (decrease)

English Learners – improved 11.6% (decrease)

Special Education – improved 8.1% (decrease)

Socioeconomically Disadvantaged – improved 3.0% (decrease)

The Cohort Outcome data for the Class of 2014 shows a Cohort Dropouts Rate of 1.4 which is lower compared to neighboring schools meeting the expected goal. (Chatsworth High School-7.4, Kennedy High School-11.6, Northridge Academy-7.4, Valley Academy of Arts and Sciences-8.1, El Camino Real Charter-3.0, Palisades Charter-2.6) (\*2015 Data not yet available)

E. The 2015 Cohort Graduation Rate (Class of 2014 was 95.37 which exceeded the CDE Graduation Rate of 90% and was higher than comparable neighboring schools (Chatsworth High-88.32, Kennedy High School-83.02, Northridge Academy-91.67, Valley Academy of Arts and Sciences-87.63, El Camino Real Charter-94.12, Palisades Charter-N/A) Cohort Graduation Rates improved for all student subgroups compared to the original LCAP stated baseline by the following percentages:

African American - improved 2.5% (increase)

Hispanic/Latino - improved 5.2% (increase)

English Learners - improved 5.8% (increase)

Special Education - improved 10.3% (increase)  
 Socioeconomically Disadvantaged - improved 3.6% (increase)

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Attendance Personnel and Staffing	\$290,000 Classified Salaries expense \$ 72,500 Benefits expense Total: \$362,500 LCFF Base funds	Provided support of attendance personnel and staffing.	\$502,000 Classified Salaries \$181,000 Benefits Total: \$683,000 LCFF Base Funds
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Staffing of Counseling Services Student access to Acellus Program	\$1,640,000 Credentialed Salaries expense \$423,000 benefits expense \$55,000 Other expenses Total: \$2,118,000 (3110) LCFF	Provided support for staffing of counseling services  Acellus expenditures moved to testing/testing prep category	\$1,321,000 Credentialed Salaries expense

	base funds		
Scope of Service:	School-Wide	Scope of Service:	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Contracted Transition Teacher/Out of Classroom Staff to manage transition services of low income, English Learners, Foster Youth and identified underperforming students.	\$95,000 Contracted Services Supplemental Funds	Hired Transition Teacher to manage transition services of low income, English Learners, Foster Youth and identified underperforming students. Expenses were greater than estimated.	This position was filled on site and not contracted. \$ 102,000 Credentialed salary \$ \$28,000 Benefits TOTAL: \$130,000
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u>		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>underperforming students</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All Goals were met and remain in place. No changes in action, services or expenditures will be made at this time. We continue to work on dropout prevention and student support as planned.		

Original GOAL from prior year LCAP:	<p>VI. SCHOOL CLIMATE - As measured by:</p> <p>A. Pupil suspension rates - School will reduce its suspension rates each year of operation</p> <p>B. Pupil expulsion rates - School will maintain a low &lt;1% annual pupil expulsion rate</p> <p>C. School Connectedness</p> <ul style="list-style-type: none"> <li>• Continued implementation of athletics, after-school programs, family and community outreach and other programs integral to school operations</li> <li>• Continued involvement of families in all key school operations and program.</li> <li>• Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities</li> </ul>	<p>Related State and/or Local Priorities:  1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__  COE Only: 9__ 10__  Local: _____</p>
-------------------------------------	---	--

Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	<p>A. Suspension rate lower than prior year</p> <p>B. Expulsion rate &lt;1%</p> <p>C. 75% positive results on Annual Stakeholder Satisfaction Survey</p>	Actual Annual Measurable Outcomes:	<p>A. The GHCHS Suspension Rate continues to decrease moving from 2.7 to 0.8 from 2014 to 2015 which meets the expected goal of lower than prior year.</p> <p>B. The Expulsion Rate currently is 0 as it has been since 2013 meeting the expected goal of &lt;1%.</p> <p>C. The Annual Stakeholder Satisfaction Survey showed a positive result overall of 82.7% meeting the expected goal of 75%.</p>
--------------------------------------	--	------------------------------------	--

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Discipline Deans and Staffing	\$456,000 Salaries expense \$91,000 Benefits expense	Provided support of the Discipline Deans and staffing. Original estimate of expense included a potential Probation Officer however this was not filled.	\$340,000 Salaries expense \$100,000 Benefits Total: \$440,000 Base



	Total: \$547,000 LCFF Base funds		Funds
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
-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	\$1,466,000 Classified Salaries expense \$418,000 Benefits expense Other: \$389,000 Total: \$2,273,000 LCFF base funds (2152)(8000 goal)(4100, 4200 function)	Provided support of Activities and Outreach Office Staffing Provided support of Outreach Software and Program support Provided support of Security Personnel: Security Aides and Officers Provided support of the school surveillance system	Security: \$460,000 Salaries Expense \$251,000 Benefits Other Costs- Surveillance/Security: \$275,000 Activities/Outreach: (Outreach Office includes: Webmaster, Social Media. Activities Office: Management and AD. \$ 382,000 Salaries Expense \$ 135,000 Benefits Total: \$1,503,000
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	

Additional staffing of Security Aides	\$36,000 Classified Salaries expense \$11,000 Benefits expense Total: \$47,000 LCFF Supplemental Funds	Added additional Security Aide however hired late in the year (November) thus expenditure is less than estimated.	\$18,000 Classified Salary \$15,000 Benefits Total: \$33,000
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Licensed Socio-emotional support of Foster Youth	\$95,000 contracted services LCFF Supplemental Funds	Hired ERICS Counselor to provide services. (A.Lee)	Salary and Benefits not contracted, provided direct.  \$70,000 Salary expense \$24,000 Benefits Total: \$94,000
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Stakeholder School Satisfaction Survey Development and implementation Contract	\$6,000 LCFF Base Funds	Provided inhouse LCAP and School satisfaction Survey due to implementation timeline and results availability. Will contract	\$0 for 2015-16.

		with provider (e.g. Columbia University Teachers College) for 2016-17 school year. Survey was provided and results did meet the expected >75% positive results.	
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Per review, continue plan as indicated. No envisioned changes other than those suggested in the surveys to increase communication. No expected changes in expenditures.		

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ X COE Only: 9__ 10__ Local: _____
-------------------------------------	--	---

Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
------------------	---

Expected Annual Measurable Outcomes:	100% Access	Actual Annual Measurable Outcomes:	All 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 have access to academic and educational programs.
--------------------------------------	-------------	------------------------------------	---

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Additional course offerings for preparation and support for student access to higher level courses	\$89,000 Credentialed salaries \$8,000 Benefits Total: \$97,000 LCFF Supplemental Funds	Period 0 and 7th period course offerings have provided greater opportunity and access for low income, English learners, foster youth, redesignated fluent English proficient students and other underperforming subgroups. In school year 2015-16 there were 51 period 0 and period 7 courses offered with a total of 68 sections, serving 1,920 students.	(\$77/per period for faculty x 51 periods X 180 days) \$707,000 Credentialed Salary expense (\$23.83/period x 51 x 180) \$219,000 Benefits Total: \$926,000 Supplemental Funds
Scope of Service:	School-Wide	Scope of Service:	School-Wide

<input type="checkbox"/> All <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u>		<input type="checkbox"/> All <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u>	
Summer CELDT Testing for incoming Students to provide for appropriate course placement and full access to support. EL Coordinator/Testing Coordinator	\$5,000 LCFF Supplemental Funds	The EL Coordinator and Testing Coordinator collaborated to plan and complete evaluation of all incoming students for language proficiency. Implementation of summer CELDT testing for incoming students took place over two days in late July/early August. Approximately 40-45 students were served.	$4 \times 6 \times \$77 \times 2 = \$4000$ \$4,000 Credentialed salaries \$1,100 Benefits Total \$5,100
Scope of Service:		School-Wide	
<input type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Expansion of courses offered to all students providing more options for academically and interest based courses (e.g. Global Politics, statistics, local option courses). There are no expected changes in actions, services, expenditures or goals.		

Original GOAL from prior year LCAP:	<p>VIII. PUPIL OUTCOMES</p> <p>A. SUMMER BRIDGE - Incoming student will participate in Summer Transition Academy for enrichment, intervention, assessment and identification of skills levels</p> <p>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</p> <p>C. MATH INTERVENTION - Students will be placed correctly into mathematics courses and access available student intervention and support early in the academic year</p>	<p>Related State and/or Local Priorities:  1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u>  COE Only: 9__ 10__  Local: _____</p>
-------------------------------------	--	---

Goal Applies to:	Schools:	High School	Applicable Pupil Subgroups:	All
------------------	----------	-------------	-----------------------------	-----

Expected Annual Measurable Outcomes:	<p>A. 98% of all incoming students will participate in Summer Transition Academy (Summer Bridge) - metric STA attendance rate</p> <p>B. 90% 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.</p> <p>C. 90% 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>	Actual Annual Measurable Outcomes:	<p>A. 90.5% of all incoming students participated in Summer Transition Academy during the summer of 2015 (Summer Bridge).</p> <p>B. Students in need of ELA support were identified for English Language tutoring with 205 students participating. Data shows that 22% of students accessing tutoring improved their grades and 44% 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 2015, 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.</p> <p>C. Targeted Algebra I and Algebra II Tutoring was provided in 2014-15 with a total of 609 students participating. Data shows that 14% of students accessing tutoring improved their grades and 45% maintained their passing grades in Mathematics from</p>
--------------------------------------	---	------------------------------------	---

		<p>fall to spring semesters. In 2015, 27% of the grade 9-11 GHCHS enrollment accessed summer school (894 students), of that 18% (165 students) access mathematics remediation coursework with a 90% pass rate.</p> <p>All students have access to tutoring in a variety of environments, regularly scheduled and drop in tutoring. 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.</p> <p>81% of GHCHS students accessed academic tutoring in 2014-15. 10% accessed Tuesday Gap Period tutoring and 29% participated in after school enrichment classes. 71% 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 88%. 2015 data evaluated show that 79% 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&lt;3.0.</p>
--	--	--

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Summer Bridge	\$73,000	Summer Transition Academy continues to provide incoming students assessment and evaluation	\$161,000
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	Credentialed salaries expense \$9,000 Benefits expense \$8,000 Other		Credentialed Salaries \$48,800 Benefits Total: \$209,800

	expenses Total: \$90,000 LCFF Base Funds		
Scope of Service:	School-Wide	Scope of Service:	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
A. Summer Bridge - Targeted STA support for EL Students in support of ELA and Math skills development	\$15,000 Certificated Salaries \$4,500 Benefits Total: \$19,500 LCFF Supplemental Funds	Specialized EL Support in Summer Transition Academy for ELA and Math Skills development.	\$4,000 Classified Salaries \$1,100 Benefits Total: \$5,100
Scope of Service:		Scope of Service:	
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
B. ELA Intervention -Co-taught select CP English classes, Social Studies, Science -After school tutoring and enrichment programs to enhance ELA skills -Summer School ELA C. Math Intervention -Co-taught select Algebra 1, Algebra 2 and Geometry Math and Science classes	\$550,000 Credentialed Salaries expense \$106,000 Benefit expenses Total: \$656,000 LCFF Base Funds	Tutoring and after enrichment was provided through 21st Century Grant (AHA) Co-teaching enhanced support of social students, science and math	Co-teachers: \$584,000 Classified Salaries \$250,000 Benefits Total: \$834,000 provided through Title I and LCFF



-After school tutoring -Summer School Math Combined ELA and Math support: -Summer School remedial English Language Arts and Math intervention, credit recovery and student support. -Summer School Teaching Assistants			Supplemental Funds
Scope of Service:	School-Wide	Scope of Service:	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Intervention Coordinator to coordinate and collaborate with counseling and other student support staff to oversee, evaluate and implement student intervention and support	\$75,000 Salary expenditure \$22,500 Benefits expenditure \$97,500 Total LCAP Supplemental Funds	Intervention Coordinator hired Spring semester	\$58,000 Classified Salary expense \$15,000 Benefits Total: \$73,000
Scope of Service:	School-Wide	Scope of Service:	
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>underperforming subgroups</u>		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	There are no envisioned changes in actions, services, expenditures or goals at this time. Actions and services including the new placement of an Intervention Coordinator will be reevaluated in 2017 as we continue to develop, evaluate and refine our approach to intervention and student support.		



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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$2,198,207												
<p>GHCHS's unduplicated student population as of census date October 7, 2015 was 2,333 students (52.2 percent of the total population of 4,471 students). GHCHS's identified GAP funding increase in FY 16-17 is \$2,048,262. The estimated supplemental grant funding in FY 2016-2017 is \$2,198,207. Expenditures are planned for the following actions and amounts recapped in Section 3B.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Action</th> <th style="text-align: center;">Amount</th> </tr> </thead> <tbody> <tr> <td>Subsidize student reduced meals expense</td> <td style="text-align: right;">\$51,000</td> </tr> <tr> <td>Professional development of CCSS implementation with SDAIE and ELD Strategies (part of overall Professional Development expense indicated)</td> <td style="text-align: right;">\$15,000</td> </tr> <tr> <td>Six sections of ELD and two language assistants along with certification of teachers in SDAIE and ELD instructional strategies</td> <td style="text-align: right;">\$107,000</td> </tr> <tr> <td>CTEL Assistance Program for Staff</td> <td style="text-align: right;">\$7,500</td> </tr> <tr> <td>Parent outreach, workshops and training for unduplicated population and underperforming subgroups</td> <td style="text-align: right;">\$6,000</td> </tr> </tbody> </table>		Action	Amount	Subsidize student reduced meals expense	\$51,000	Professional development of CCSS implementation with SDAIE and ELD Strategies (part of overall Professional Development expense indicated)	\$15,000	Six sections of ELD and two language assistants along with certification of teachers in SDAIE and ELD instructional strategies	\$107,000	CTEL Assistance Program for Staff	\$7,500	Parent outreach, workshops and training for unduplicated population and underperforming subgroups	\$6,000
Action	Amount												
Subsidize student reduced meals expense	\$51,000												
Professional development of CCSS implementation with SDAIE and ELD Strategies (part of overall Professional Development expense indicated)	\$15,000												
Six sections of ELD and two language assistants along with certification of teachers in SDAIE and ELD instructional strategies	\$107,000												
CTEL Assistance Program for Staff	\$7,500												
Parent outreach, workshops and training for unduplicated population and underperforming subgroups	\$6,000												

Increase student access to technology computer/labs/training and updates- Chromebook Lease	\$300,000
Part Time EL Coordinator/Case Carrier and Staff Development Assistant	\$64,000
40% EL Counselor	\$56,000
Language Assistants	\$168,000
40% Foster Youth Case Carrier/Coordinator and Counselor	56,000
Classified Assistant for Foster Youth	\$68,000
Acellus Program access and licenses – Foster Youth	\$ 7,250
Home Internet Access for Low Income Families	\$11,000
SAT Fee Assistance for low income students	\$15,000
Transition Teacher/Counselor for foster youth	\$130,000
Increase enrichment and engagement materials and field trip budget for EL students	\$4,000
ERICs Counselor for foster youth	\$94,000
Additional course offerings for preparation and support of students and access to higher level courses-Period 1 and 7	\$926,000
Summer CELDT Testing	\$5,100

Summer Bridge – Transition Academy (STA) targeted for EL student support in ELA and Math	\$5,100
Full Time Intervention Coordinator	\$102,000
TOTAL OF ALL ITEMS:	\$2,197,950

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

5.60 %		
Category	Amount	Notes
1. Projected Average Daily Attendance	4,446	From Budget
2. Projected Unduplicated Students	52%	From LCFF Calculator
3. Base Funding (Grades 9 – 12)	\$8,578	From State Budget
4. Grade Span Adjustment (Grades 9 – 12)	\$223	From State Budget
5. Total Funding (Grades 9 – 12)	\$8,801	Line 3 + Line 4
6. Supplemental Funding Rate (@ 20% of Total)	\$1,760	Line 5 x 20%
7. Per Pupil Supplemental Funding	\$965	Line 8: (Line 1 x Line 2)
8. Total Supplemental Funding	\$2,198,207	From LCFF Calculator
9. Total Funding	\$41,450,930	From LCFF Calculator
10. Base Funding	\$39,252,723	Line 9 – Line 8

11. Minimum Proportionality Percentage	5.60%	Line 8 / Line 10
--	-------	------------------

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060- 52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	Year 1	Year 2	Year 3
All Budget Categories	\$30,900,575	\$30,900,575	\$30,900,575
1000-1999 Certificated Salaries	22,692,900	22,692,900	22,692,900
2000-2999 Classified Salaries	5,479,200	5,479,200	5,479,200
3000-3999 Employee Benefits	94,000	94,000	94,000
4000-4999 Books and Supplies	1,192,000	1,192,000	1,192,000
5000-5999 Services and Other Operating Expenses	1,186,475	1,186,475	1,186,475
7000-7499 Other	256,000	256,000	256,000

Expenditures by Funding Source			
Funding Source	Year 1	Year 2	Year 3
All Funding Sources	\$30,900,575	\$30,900,575	\$30,900,575
LCFF Base	27,483,091	27,483,091	27,483,091
LCFF S & C	2,230,950	2,230,950	2,230,950
After School Education & Safety	250,000	250,000	250,000
Other State Revenues	182,286	182,286	182,286
Federal Revenues - Title I	741,248	741,248	741,248
Federal Revenues - Title II	13,000	13,000	13,000

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	Year 1	Year 2	Year 3
All Budget Categories	All Funding Sources	\$30,900,575	\$30,900,575	\$30,900,575
1000-1999 Certificated Salaries	LCFF Base	20,613,677	20,613,677	20,613,677



1000-1999 Certificated Salaries	LCFF S & C	1,446,100	1,446,100	1,446,100
1000-1999 Certificated Salaries	Federal Revenues - Title I	633,123	633,123	633,123
2000-2999 Classified Salaries	LCFF Base	5,210,200	5,210,200	5,210,200
2000-2999 Classified Salaries	LCFF S & C	269,000	269,000	269,000
3000-3999 Employee Benefits	LCFF S & C	94,000	94,000	94,000
4000-4999 Books and Supplies	LCFF Base	1,007,714	1,007,714	1,007,714
4000-4999 Books and Supplies	LCFF S & C	2,000	2,000	2,000
4000-4999 Books and Supplies	Other State Revenues	182,286	182,286	182,286
5000-5999 Services and Other Operating Expenses	LCFF Base	645,500	645,500	645,500
5000-5999 Services and Other Operating Expenses	LCFF S & C	419,850	419,850	419,850
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	108,125	108,125	108,125
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	13,000	13,000	13,000
7000-7499 Other	LCFF Base	6,000	6,000	6,000
7000-7499 Other	After School Education & Safety	250,000	250,000	250,000

**Expenditures by Goal and Funding Source**

Funding Source

Year 1

Year 2

Year 3

**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.

All Funding Sources	20,891,000	20,891,000	20,891,000
LCFF Base	20,657,714	20,657,714	20,657,714
LCFF S & C	51,000	51,000	51,000
Other State Revenues	182,286	182,286	182,286

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.

All Funding Sources	267,500	267,500	267,500
LCFF Base	100,000	100,000	100,000
LCFF S & C	129,500	129,500	129,500
Federal Revenues - Title I	25,000	25,000	25,000
Federal Revenues - Title II	13,000	13,000	13,000

III. PARENT INVOLVEMENT

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

All Funding Sources	56,500	56,500	56,500
LCFF Base	41,500	41,500	41,500

LCFF S & C	6,000	6,000	6,000
Federal Revenues - Title I	9,000	9,000	9,000

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 11<sup>th</sup> 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%)

All Funding Sources	2,556,450	2,556,450	2,556,450
LCFF Base	1,811,200	1,811,200	1,811,200
LCFF S & C	745,250	745,250	745,250

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%)

All Funding Sources	2,614,000	2,614,000	2,614,000
LCFF Base	2,480,000	2,480,000	2,480,000
LCFF S & C	134,000	134,000	134,000

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

All Funding Sources	2,076,000	2,076,000	2,076,000
LCFF Base	1,949,000	1,949,000	1,949,000
LCFF S & C	127,000	127,000	127,000

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.

All Funding Sources	931,100	931,100	931,100
---------------------	---------	---------	---------

## 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

All Funding Sources	1,508,025	1,508,025	1,508,025
LCFF Base	443,677	443,677	443,677
LCFF S & C	107,100	107,100	107,100
After School Education & Safety	250,000	250,000	250,000
Federal Revenues - Title I	707,248	707,248	707,248