

GRANADA HILLS CHARTER HIGH SCHOOL

GRANADA HILLS CHARTER HIGH SCHOOL GOVERNING BOARD

Executive Summary of Local Control and Accountability Plan

June 29, 2015

Local Control Funding Formula (LCFF)

2015-16 represents the third year of the state's implementation of the Local Control Funding Formula (LCFF) which was designed to replace the previous K-12 finance system. For school districts and charter schools, the LCFF created base, supplemental and concentration grants in place of most previously existing K-12 funding streams, including revenue limits and most state categorical programs.

The LCFF legislation eliminated most state categorical funding streams. Categorical funding received in 2012-2013 forms the basis for determining an LEA's funding in the phase-in period under the LCFF.

More specifically, the LCFF target amount for charter schools includes grade-span specific, base, supplemental and concentrations grants. The actual LCFF entitlement in any given year will be determined by adding the following amounts together: (1) 2012-2013 general purpose funds and funding from a list of categorical programs, (2) a transition amount that, after full implementation, will bridge the difference between 2012-2013 funding and the LCFF target, and (3) an add-on for economic recovery, if applicable. Categorical program amounts included in the 2012-2013 funding level calculation are not separately identifiable funding streams in 2013-2014 or thereafter; they were identified initially only as a means to develop an aggregate funding amount for use in calculations.

Listed here are those categorical programs previously received by Granada Hills Charter High School (GHCHS) that are now folded into the base funding and no longer exist as separate funding streams:

- Supplement Hourly Instruction
- Arts and Music Block Grant
- Supplement Counseling Block Grant
- Charter School Categorical Block Grant
- CAHSEE Intensive Block Grant

2015-2016 LCFF GHCHS Funding Level

For the 2015-2016 school year, it is anticipated that Granada Hills Charter High School will receive the following funding under the Local Control Funding Formula (LCFF):

LCFF Base Funding	\$ 37,599,948
Supplemental Grant Funding*	2,108,053
Concentration Grant Funding **	0

Total Estimated LCFF funds for 2015-16	\$ 39,708,001

* Based on unduplicated pupil count of FRL-eligible, Foster Youth and EL students

** Eligibility based on National School Lunch Program enrollment above 55% ; GHCHS = 52%

Local Control and Accountability Plan (LCAP)

As part of the LCFF, school districts, county office of education (COEs), and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) beginning on July 1, 2014, using a template that was adopted by the California State Board of Education (SBE) in January 2014. In addition, the SBE is required to adopt evaluation rubrics to assist Local Education Agencies (LEAs) and oversight entities in evaluating strengths, weaknesses, areas that required improvement, technical assistance needs, and where interventions are warranted on or before October 1, 2015. Subsequent revisions to the template or evaluation rubrics are required to be approved by the SBE by January 31 before the fiscal year in which the template or rubric would be used. The LCAP is required to identify goals and measure progress for student subgroups across eight state priority areas. LEAs must include in their LCAP: (1) actions, services and expenditures for all students and subgroups and (2) additional actions and services for “unduplicated pupils” including low-income students, English learners, foster youth and re-designated English learners.

The LCAP must be developed in consultation with teachers, administrators, other school personnel, parents and students.

Except for charter schools, the LCAP and the LEA’s budget must be presented at a public hearing prior to the board meeting at which the LCAP and the budget are adopted. The LCAP must be approved by the local school board at the same meeting, but prior to the adoption of the LEA’s budget.

Not later than five days after adoption of the LCAP, the Governing Board shall file the LCAP with the LAUSD Charter School Office and the County Superintendent of Schools.

GRANADA HILLS

CHARTER HIGH SCHOOL

TO: Governing Board

DATE: June 29, 2015

FROM: Brian Bauer, Executive Director

SUBJECT: **Fiscal Year 2015-16 Local Control Accountability Plan – For Approval**

BACKGROUND

Pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5:

The LCAP is intended to be a comprehensive planning tool. Local Education Agencies (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.

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.

ANALYSIS

Granada Hills Charter High School has regularly worked on reviewing the Local Control and Accountability Plan during staff and committee meetings as well as informational sessions held with a variety of community and parent groups including the ELAC and Parent Advisory Committees. Community outreach that has taken place throughout the 2014-2015 school year has insured that all stakeholders have had the opportunity to learn about the LCAP and provide input and feedback during the development of the Plan. Section 1 details the events and corresponding dates when the LCAP was presented and discussed with a follow-up survey for continued input from all stakeholders available online throughout the development process. Section 2 describes the goals, actions, expenditures and progress indicators that the school is seeking over the course of the three years covered by the plan along with an update of the activities and expenditures from the 14-15 plan year. Section 3 describes the use of supplemental

and concentration funding and estimates the level of additional funding anticipated from the Local Control Funding Formula (LCFF) from these sources.

RECOMMENDATION

It is recommended that the Governing Board approve the Local Control and Accountability Plan for Granada Hills Charter High School concurrent with its vote to approve the 2015-16 budget.

Attachment: Executive Summary and current draft documents of Local Control and Accountability Plan for Granada Hills Charter High School

Local Control and Accountability Plan

Los Angeles Unified
Granada Hills Charter High

GRANADA HILLS
CHARTER HIGH SCHOOL

July 1, 2015 - June 30, 2018

06/29/2015

Introduction:

LEA: Granada Hills Charter High

Contact (Name, Title, Email, Phone Number):

Judie Baumwirt
Administrative Director
JBaumwirt@ghchs.com
(818) 360-2361 355

LCAP Year: 2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>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, 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 (AHA Program), Pan con Café meetings as well as a variety of informational parent meetings throughout the year including the LAUSD Oversight Visit in April, 2014.</p> <p>Back to School Night – September 12, 2013 –Parent engagement materials distributed</p> <p>Parent meetings:</p> <p>Parent Meeting – September 26, 2013</p> <p>Parent/Student/Staff meeting – GBF: September 26, 2013</p> <p>Pan con Café/ELAC Committee - September 28 & December 14, 2013, May 17, 2014</p> <p>ELAC Meeting – October 24, 2014</p> <p>Title I Meeting – November 7, 2013</p> <p>PTSA Meeting February 12, 2014, March 13, 2014 – LCAP & LCFF</p> <p>Distribution of materials and promoted need for parent and community input for development of LCAP – PTSA LCAP input/commentary meeting – May 14, 2014</p> <p>Parent Summit March 5, 2014</p> <p>Open House-Parent Info Booth – LCAP/LCFF Materials Dist.-March 20, 2014</p> <p>Parent Advisory – Title I and ELAC Representatives and Committee Members – LCAP & LCFF March 27, 2014 and May 21, 2014 with input/commentary</p> <p>School Website Information: LCAP and LCFF – PTSA parent informational materials posted -2-18-14 Online Input and Feedback Survey posted May 16, 2014</p> <p>Leadership Meetings:</p>	<p>GHCHS utilizes a variety of media and venues to engage our 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.</p> <p>Efforts began in early September 2013 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 became central to meetings and information distributed beginning February 12 to gain stakeholder input in the development of the LCAP. Staff was engaged through leadership, faculty and full staff meetings throughout the year and which provided a venue for input and discussion.</p> <p>The following quantitative data was utilized for the goal setting process: attendance rate, suspension rate, expulsion rate, graduation rate, A-G Progress and completion rate, Monitoring data, facility inspection data, CST ELA and Math proficiency rate, CAHSEE proficiency rate 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.</p>

C & I - January 2014, C & I – February 2014, C & I – March 13, 2014
 C & I – April 24, 2014, Leadership Team - March 20, 2014
 Governing Board: Discussion, Public Hearing and Adoption: March 24, 2014, May 12, 2014, and June 16, 2014

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 (AHA Program), Pan con Café meetings as well as a variety of informational parent meetings throughout the year including the LAUSD Oversight Visit in February 2015.

Back to School Night – September 11, 2014–Parent engagement materials distributed

Parent meetings:

Parent Advisory and Title I Meeting with ELAC Representatives and Committee Members – LCAP & LCFF with input/commentary and Parent Survey: September 2, October 9, 2014, January 28, April 9, 2015

Parent/Student/Staff meeting – GBF: September 18, 2014

Pan con Café/Koffee Klatch- September 27, 2014 & February 21, 2015

ELAC Meeting – October 2, November 5, 2014 and March 5, 2015

PTSA Meeting – March 11, April 8, 2015 and May 13, 2015 – LCAP & LCFF Distribution of materials and promoted need for parent and community input for development of LCAP – PTSA LCAP input/commentary meeting – May 14, 2015

Open House-Parent Info Booth – LCAP/LCFF Materials Dist.-March 26, 2015

School Site Council Meetings: October 13, 2014, February 2, March

Annual Update:

GHCHS utilizes a variety of media and venues to engage our 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. PTSA provided additional information to parents and encouraged their participation and input.

Efforts began in early September 2014 to engage, 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. The subsequent parent meetings all provided an introduction and education on the Local Control Funding Formula and the eight state priorities and goals on which the Local Control Accountability Plan is based. Intensive review became central to meetings and information distributed beginning January 28 to gain stakeholder input in the development of the LCAP. Staff was engaged through leadership, faculty and full staff meetings throughout the year and which provided a venue for input and discussion along with an online LCAP form to allow input on additions, suggestions and commentary. All Stakeholders had access to the same input form.

The following quantitative data was utilized for the goal setting process and reviewed for progress: attendance rate, suspension rate, expulsion rate, graduation rate, A-G Progress and completion rate, Monitoring data, facility inspection data, NWEA performance,

9, April 13, May 11, June 15, 2015

School Website Information: LCAP and LCFF – PTSA parent informational materials posted Online Input and Feedback Survey posted February 21, 2015

Leadership Meetings:

C & I - September 18, October 2, October 16, November 20, 2014, January 22, February 19, March 12, April 16, 2015

Leadership Team - January 15, January 29, February 12, March 12, March 26, April 9, 2015

Governing Board: Discussion, Public Hearing and Adoption: April 13, May 11, June 15, 2015 and June 29, 2015

CAHSEE proficiency rate 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 and more specifically to support and serve EL, RFEP, Foster Youth, Low Income pupils and Students with Disabilities.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

identify the need(s).

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 1 0) What information was considered/reviewed for subgroups identified in Education Code section 5 2 0 5 2?
- 1 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 5 2 0 5 2, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 1 2) How do these actions/services link to identified goals and expected measurable outcomes?
- 1 3) 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>
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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>
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Goal Applies to:	<p>Schools: High School</p> <p>Applicable Pupil Subgroups: All</p>
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LCAP Year 1: 2015-16

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>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supervision and staffing of instructional program	School-Wide	<u>X</u> All ----- OR:	\$ 13,200,000 Certificated Salaries

		<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: _____	\$ 3,340,000 benefits funded by LCFF Base Funds Total: \$16,540,000 (1000, 1-2-3's)
Instructional and supplemental materials purchased 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: _____	\$\$ 1,190,000, funded by LCFF Base funding (4110, 4310)
Supervision and staffing of custodial and maintenance staff & Security 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: _____	\$1,400,000 Classified Salaries \$550,000 Benefits Total: \$1,950,000 funded by LCFF Base Funds (8100,8300, 2-3's)
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: _____	\$50,000 funded by Supplemental Funds

LCAP Year 2: 2016-17

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: _____	\$ 13,200,000 Certificated Salaries \$ 3,340,000 benefits funded by LCFF Base Funds Total: \$16,540,000 (1000, 1-2-3's)
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: _____	\$ 1,190,000, funded by LCFF Base Funds (4110, 4310)
Supervision and staffing of custodial and maintenance staff & Security 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: _____	\$1,400,000 Classified Salaries \$550,000 Benefits Total: \$1,950,000 funded by LCFF Base Funds (8100, 8300, 2-3's)
Subsidize student reduced meal expenses	School-Wide	<input type="checkbox"/> All	\$50,000 funded by

		----- 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: _____	Supplemental Funds
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LCAP Year 3: 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)
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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: _____	\$ 13,200,000 Certificated Salaries \$ 3,340,000 benefits funded by LCFF Base Funds Total: \$16,540,000 (1000, 1-2-3's)
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	\$ 1,190,000 funded by LCFF Base Funds (4110, 4310)

		<u> </u> Other Subgroups: _____	
Supervision and staffing of custodial and maintenance staff & Security 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: _____	\$1,400,000 Classified Salaries \$550,000 Benefits Total: \$1,950,000 funded by LCFF Base Funds (8100,8300, 2-3's), 8300, 2-3's)
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: _____	\$50,000 funded by Supplemental Funds

GOAL:	II. IMPLEMENTATION OF COMMON CORE STATE STANDARDS (CCSS)		Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
	A. Implementation <ul style="list-style-type: none"> School will fully implement state-adopted ELA and Math academic content and performance standards by School Year 2014-15 for all student including subgroups. School will seek to implement academic content and performance standards for all core subjects <i>as they are adopted by the state.</i> <i>Teachers will participate in annual professional development on the implementation of the Common Core State Standards.</i> <i>All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards.</i> 		
		B. EL Students and Academic Content Knowledge <ul style="list-style-type: none"> All EL students will gain academic content knowledge through the state-adopted academic content and performance standards. All teachers of English Learners, EL and RFEP will participate in Professional Development provided by professional experts in the field to provide on implementation of the CCSS with specific application of SDAIE and ELD instructional strategies – All teachers of English Learners, EL and RFEP will participate in Professional Development provided by professional experts in the field to provide appropriate use of differentiation, SDAIE and ELD instructional strategies. 	
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: 2015-16			
Expected Annual Measurable	A. 100% Implementation of CCSS - Documentation of Professional development focusing on Common Core State Standards (CCSS); classroom observations by administrators		

Outcomes:

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>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>School-Wide</p>	<p><u> </u>All ----- OR: <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>\$159,000 Professional/Consulting Services & 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>A. EL/RFEP ELD Instructional Staff. All teachers of English Learners, EL and RFEP will be appropriately certified in SDAIE and ELD instructional strategies and are qualified for instruction of six sections of ELD Classes</p>	<p>School-Wide</p>	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: _____</p>	<p>\$88,000 Certificated Salaries expense \$8,000 Benefits Total \$96,000 expenses funded by LCFF Supplemental Funds</p>
<p>CTEL Assistance Program for Staff</p>	<p>School-Wide</p>	<p><u> </u>All ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p>	<p>\$24,400 Supplemental Funds</p>

LCAP Year 2: 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 Learners; classroom observations by administrators

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional Development: A. Granada Hills Charter teachers will participate in Professional Development, trainings and workshops in CA CCSS. B. All teachers of English Learners, EL and RFEP participate in Professional Development of the CCSS with application of SDAIE and ELD instructional strategies 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><u> </u> All ----- OR: <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>\$159,000 Professional/Consulting Services & Other Operating Expenses by Title I, Title II and (\$25,000) LCFF Supplemental Funds Also supports LCAP Goal IV-Student Achievement</p>
<p>A. EL/RFEP ELD Instructional Staff. All teachers of English Learners, EL and RFEP will be appropriately certified in SDAIE and ELD instructional strategies and are qualified for instruction of six sections of ELD Classes</p>	<p>School-Wide</p>	<p><u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____</p>	<p>\$88,000 Certificated Salaries expense \$8,000 Benefits Total \$96,000 expenses funded by LCFF Supplemental Funds</p>

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: _____	\$24,200 Supplemental Funds
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LCAP Year 3: 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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development: A. Granada Hills Charter teachers will participate in Professional Development, trainings and workshops in CA CCSS. B. All teachers of English Learners, EL and RFEP participate in Professional Development of the CCSS with application of SDAIE and ELD instructional strategies All Teachers will participate in professional development in appropriate learning environments, test preparation, strategies and materials for high stakes testing. (Meets LCAP Priority IV)	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>	\$159,000 Professional/Consulting Services & Other Operating Expenses by Title I, Title II and (\$25,000) LCFF Supplemental Funds Also supports LCAP Goal IV-Student Achievement
A. EL/RFEP ELD Instructional Staff. All teachers of English Learners, EL and	School-Wide	<input checked="" type="checkbox"/> All -----	\$88,000 Certificated Salaries expense

<p>RFEP will be appropriately certified in SDAIE and ELD instructional strategies and are qualified for instruction of six sections of ELD Classes</p>		<p>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>\$8,000 Benefits Total \$96,000 expenses funded by LCFF Supplemental Funds</p>
<p>CTEL Assistance Program for Staff</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>\$24,200 Supplemental Funds</p>

GOAL:	III. PARENT INVOLVEMENT <ul style="list-style-type: none"> School will provide opportunities for parent involvement School will provide opportunities for parent input in committee meetings and informational sessions 	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	100% Parent access to opportunities for participation, and input on decision-making - Documentation of parent meetings; survey results
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2015-16

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 - Documentation of parent meetings; survey results
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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	School-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	\$6,000 Services & Other Operating Expenses funded by LCFF Base funds (2495)
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	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 __Other Subgroups: _____	\$34,000 paid out of Supplemental Funds (Goal 1160,Function 2495)

<p>and leadership</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 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>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>\$2,000 - Title I</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Minimum of 3 or more activities or events per semester providing information and seeking input from parents/guardians</p> <p>Minimum of 2 parents on Advisory Council - Documentation of parent meetings; survey results</p>
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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>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>\$6,000 Services & Other Operating Expense funded by LCFF Base funds (2495)</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
<p>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</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 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>	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: _____	\$34,000 paid out of Supplemental Funds (Goal 1160, Function 2495)
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: _____	\$2,000 - Title I

LCAP Year 3: 2017-18

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 - Documentation of parent meetings; survey results
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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	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 Services & Other Operating Expense funded by LCFF Base funds (2495)
<p>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</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 Foster Youth: Continue outreach to Parent/Foster Guardians and Group Homes/Agencies with informational meetings, input, communications and</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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$34,000 paid out of Supplemental Funds (Goal 1160,Function 2495)

relationship-building to insure student support			
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: _____	\$2,000 - Title I

GOAL:

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 11th graders at comparable neighborhood school
 - Graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood schools
 - The graduation rate with A-G completion will increase annually (72.4 % in 2011-12)
 - 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: _____

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)

C. 100% of students are on track to be college and career ready (Metric: 11th grade EAP percent conditional and college ready in ELA and Math and A-G graduation rate)

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: Annual EAP Results)

Goal Applies to:

Schools: High School

Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

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 - Annual improvement in 11th grade EAP and A-G grad rate higher than comparable schools (Metric: 11th grade EAP percent conditional and college ready in ELA and Math and A-G graduation rate)

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

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

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

G. 100% of students will demonstrate college preparedness - Annual improvement in 11th grade EAP % conditional and college ready in ELA and Math, Higher than comparable neighboring schools, Annual improvement in A-G

graduates Higher than comparable neighboring schools - (Metric: Annual EAP Results)

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: _____	\$1,400,000 funded by LCFF Supplemental Funds
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: _____	\$595,000 Classified Salaries \$142,000 Benefits Total: \$737,000 expenses funded from LCFF Base Funds
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: _____	\$100,000 funded from LCFF Base Funds
Testing Coordinator and Annual Testing Assistants (Staff and Subs)	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: _____	\$250,000 Credentialed Staffing LCFF Base Funds

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: _____	\$83,000 LCFF Base Funds
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: _____	\$298,000 Credentialed Salaries expense \$75,000 Benefits expense \$38,000 Other Expenses Total: \$411,000 LCFF Base Funds
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: _____	\$55,000 Credentialed Salary expense \$16,500 Benefits expense \$71,500 Total LCFF Supplemental Funds (Goal 1130)
Part Time Language Assistants for 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 \$ 36,000 Benefits expense LCFF Supplemental Funds (Goal 1130)
Part Time Foster Youth Liaison • Assists in Transition to GHCHS and AB167	School-Wide	<input type="checkbox"/> All -----	\$5,000 Stipend(Goal

support <ul style="list-style-type: none"> • Interfaces with Group Home • Provides resource connections • Collaborates with social worker and Foster Youth Counselor 		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: _____	1150) LCFF Supplemental Funds
Part Time Foster Youth Counselor - (40%) AB 167 Support <ul style="list-style-type: none"> • 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: _____	\$50,000 Credentialed Salaries expense \$12,500 Benefits expense Total: \$62,500 LCFF Supplemental Funds (Goal 1150)
Additional 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: _____	\$20,000 Salaries \$5,000 Benefits Total: \$25,000 Supplemental Funds
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: _____	\$7,000 LCFF Supplemental Funds (Goal 1150)
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	\$30,000 LCFF Supplemental Funds

		__Other Subgroups: _____	
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	__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>	\$96,000 Supplemental Funds
Professional Develop and Training for part Time teaching Assistants for Core English, Math and Science	School-Wide	__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>	\$15,000 Supplemental Funds

LCAP Year 2: 2016-17

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 - Annual improvement in 11th grade EAP and A-G grad rate higher than comparable schools (Metric: 11th grade EAP percent conditional and college ready in ELA and Math and A-G graduation rate)</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>
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G. 100% of students will demonstrate college preparedness - Annual improvement in 11th grade EAP % conditional and college ready in ELA and Math, Higher than comparable neighboring schools, Annual improvement in A-G graduates Higher than comparable neighboring schools - (Metric: Annual EAP Results)

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: _____	\$1,400,000 funded by LCFF Supplemental Funds
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: _____	\$595,000 Classified Salaries \$142,000 Benefits Total: \$737,000 expenses funded from LCFF Base Funds
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: _____	\$100,000 funded from LCFF Base Funds
Testing Coordinator and Annual Testing Assistances (Staff and Subs)	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	\$275,000 LCFF Base Funds

		<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.)	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: _____	\$83,000 LCFF Base Funds
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: _____	\$298,000 Credentialed Salaries expense \$75,000 Benefits expense \$38,000 Other Expenses Total: \$411,000 LCFF Base Funds
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: _____	\$55,000 Credentialed Salary expense \$16,500 Benefits expense \$71,500 Total LCFF Supplemental Funds (Goal 1130)
Additional 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 \$ 36,000 Benefits expense LCFF Supplemental Funds (Goal 1130)

Part Time Foster Youth Liaison <ul style="list-style-type: none"> Assists in Transition to GHCHS and AB167 support Interfaces with Group Home Provides resource connections Collaborates with social worker and Foster Youth Counselor 	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: _____	\$ Stipend(Goal 1150) LCFF Supplemental Funds
Part Time Foster Youth Counselor - (40%) AB 167 Support <ul style="list-style-type: none"> 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: _____	\$50,000 Credentialed Salaries expense \$12,500 Benefits expense Total: \$62,500 LCFF Supplemental Funds (Goal 1150)
Additional 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: _____	\$20,000 Salaries \$5,000 Benefits Total: \$25,000 Supplemental Funds
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: _____	\$7,000 LCFF Supplemental Funds (Goal 1150)
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	\$30,000 LCFF Supplemental Funds

		<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 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>	\$96,000 Supplemental Funds
Professional Develop and Training for part Time teaching Assistants for Core English, Math and Science	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>	\$15,000 Supplemental Funds

LCAP Year 3: 2017-18

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 - Annual improvement in 11th grade EAP and A-G grad rate higher than comparable schools (Metric: 11th grade EAP percent conditional and college ready in ELA and Math and A-G graduation rate)</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>
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F. 100% of students taking AP Exams will pass with a score of 3 or above (Metric: AP Exam Results)

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

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: _____	\$1,400,000 funded by LCFF Supplemental Funds
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: _____	\$595,000 Classified Salaries \$142,000 Benefits Total: \$737,000 expenses funded from LCFF Base Funds
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: _____	\$100,000 funded from LCFF Base Funds
Testing Coordinator and Annual Testing Assistances (Staff and Subs)	School-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$275,000 LCFF Base Funds

		<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.)	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: _____	\$83,000 LCFF Base Funds
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: _____	\$298,000 Credentialed Salaries expense \$75,000 Benefits expense \$38,000 Other Expenses Total: \$411,000 LCFF Base Funds
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: _____	\$55,000 Credentialed Salary expense \$16,500 Benefits expense \$71,500 Total LCFF Supplemental Funds (Goal 1130)
Additional 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	\$120,000 Classified Salaries expense \$ 36,000 Benefits expense LCFF Supplemental

		_Other Subgroups: _____	Funds (Goal 1130)
Part Time Foster Youth Liaison <ul style="list-style-type: none"> • Assists in Transition to GHCHS and AB167 support • Interfaces with Group Home • Provides resource connections • Collaborates with social worker and Foster Youth Counselor 	School-Wide	__All ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	\$ Stipend(Goal 1150) LCFF Supplemental Funds
Part Time Foster Youth Counselor - (40%) AB 167 Support <ul style="list-style-type: none"> • Transcript evaluation, course placement, advisement and support 	School-Wide	__All ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	\$50,000 Credentialed Salaries expense \$12,500 Benefits expense Total: \$62,500 LCFF Supplemental Funds (Goal 1150)
Additional Classified Assistant for Foster Youth	School-Wide	__All ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	\$20,000 Salaries \$5,000 Benefits Total: \$25,000 Supplemental Funds
Acellus Program and student licenses	School-Wide	__All ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	\$7,000 LCFF Supplemental Funds (Goal 1150)
Home Internet Access for Low Income Families	School-Wide	__All -----	\$30,000 LCFF Supplemental

		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: _____	Funds
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>	\$96,000
Professional Develop and Training for part Time teaching Assistants for Core English, Math and Science	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>	\$15,000 Supplemental Funds

GOAL:

- 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%0
 - 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%)

Related State and/or Local Priorities:
 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__
 COE Only: 9__ 10__
 Local: _____

Identified Need:

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

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attendance Personnel and 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: _____	\$290,000 Classified Salaries expense \$ 72,500 Benefits expense Total: \$362,500 LCFF Base funds
Staffing of Counseling Services Student access to Acellus 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: _____	\$1,640,000 Credentialed Salaries expense \$423,000 benefits expense \$55,000 Other expenses Total: \$2,118,000 (3110) LCFF base funds

Contracted Transition Teacher/Out of Classroom Staff to manage transition services of low income, English Learners, identified underperforming subgroup and Foster Youth	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>	\$95,000 Contracted Services Supplemental Funds
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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
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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: _____	\$290,000 Classified Salaries expense \$ 72,500 Benefits expense Total: \$362,500 LCFF Base funds
Staffing of Counseling Services Student access to Acellus 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: _____	\$1,640,000 Credentialed Salaries expense \$423,000 benefits expense \$55,000 Other expenses

			Total: \$2,118,000 (3110) LCFF base funds
Contracted Transition Teacher/Out of Classroom Staff to manage transition services of low income, English Learners, identified underperforming subgroup and Foster Youth	School-Wide	<u> </u> All ----- OR: <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>	%95,000 Contracted Services Supplemental Funds

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attendance Personnel/Staffing	School-Wide	<u> </u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	\$290,000 Classified Salaries expense \$ 72,500 Benefits expense Total: \$362,500 LCFF Base funds
Staffing of Counseling Services Student access to Acellus Program	School-Wide	<u> </u> All ----- OR:	\$1,640,000 Credentialed Salaries expense

		<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: _____	\$423,000 benefits expense \$55,000 Other expenses Total: \$2,118,000 (3110) LCFF base funds
Contracted Transition Teacher/Out of Classroom Staff to manage transition services of low income, English Learners, identified underperforming subgroup and Foster Youth	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>	\$95,000 Contracted Services Supplemental Funds

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 <1% annual pupil expulsion rate</p> <p>C. School Connectedness</p> <ul style="list-style-type: none"> • 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 	<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: 2015-16		
Expected Annual Measurable Outcomes:	<p>A. Suspension rate lower than prior year</p> <p>B. Expulsion rate <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>	\$456,000 Salaries expense \$91,000 Benefits expense Total: \$547,000 LCFF Base funds
-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: _____	\$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)
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: _____	\$36,000 Classified Salaries expense \$11,000 Benefits expense Total: \$47,000 LCFF Supplemental Funds
Licensed Socio-emotional 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	\$95,000 contracted services LCFF Supplemental Funds

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Stakeholder School Satisfaction Survey Development and implementation Contract	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

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	A. Suspension rate lower than prior year B. Expulsion rate <1% C. 75% positive results on Annual Stakeholder Satisfaction Survey
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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>	\$456,000 Salaries expense \$91,000 Benefits expense Total: \$547,000 LCFF Base funds
-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: _____	\$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)
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: _____	\$36,000 Classified Salaries expense \$11,000 Benefits expense Total: \$47,000 LCFF Supplemental Funds
Licensed socio-emotional support of Foster Youth	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: _____	\$95,000 Contracted Services LCFF Supplemental Funds
Stakeholder School Satisfaction Survey Development and implementation Contract	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
LCAP Year 3: 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>	\$456,000 Salaries expense \$91,000 Benefits expense Total: \$547,000 LCFF Base funds
-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: _____	\$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)
Stakeholder School Satisfaction Survey Development and implementation Contract	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
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: _____	\$36,000 Classified Salaries expense \$11,000 Benefits expense Total: \$47,000 LCFF Supplemental

			Funds
Licensed socio-emotional 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: _____	\$95,000 Contracted Services LCFF Supplemental Funds

GOAL:	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: _____
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Identified Need:	All students will have 100% access to a broad course of study - Metric: Sampling review of Individual Learning Plans
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Goal Applies to:	Schools: <u>High School</u> Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	100% Access
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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	<u>_</u> 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>	\$89,000 Credentialed salaries \$8,000 Benefits Total: \$97,000 LCFF Supplemental Funds
Summer CELDT Testing for incoming Students to provide for appropriate course placement and full access to support. EL Coordinator/Testing Coordinator		<u>_</u> All ----- OR: <u>_</u> Low Income pupils <u>X</u> English Learners <u>_</u> Foster Youth <u>_</u> Redesignated fluent English proficient <u>_</u> Other Subgroups: _____	\$5,000 LCFF Supplemental Funds

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	100% Access
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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	<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>	\$89,000 Credentialed salaries \$8,000 Benefits Total: \$97,000 LCFF Supplemental Funds
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 Funding

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	100% Access
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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	<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>	\$89,000 Credentialed salaries \$8,000 Benefits Total: \$97,000 LCFF Supplemental Funds
Summer CELDT Testing for incoming			\$5,000 LCFF

Students to provide for appropriate course placement and full access to support. EL Coordinator/Testing Coordinator			Supplemental Funding
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GOAL:	<p>VIII. PUPIL OUTCOMES</p> <p>A. SUMMER BRIDGE - Incoming student participation 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>	
Identified Need:	<p>A. All incoming students will participate in Summer Transition Academy - Metric: STA Attendance Rate</p> <p>B. All students will have access to ELA Intervention - Metric: Documentation of student participation in intervention activities</p> <p>C. All students will have access to Math Intervention - Metric: Documentation of student participation in intervention activities</p>		
Goal Applies to:	<p>Schools: High School</p> <p>Applicable Pupil Subgroups: All</p>		
LCAP Year 1: 2015-16			
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>		
Actions/Services	Scope of Service	Pupils to be served within	Budgeted

		identified scope of service	Expenditures
A. Summer Bridge 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	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: _____	\$73,000 Credentialed salaries expense \$9,000 Benefits expense \$8,000 Other expenses Total: \$90,000 LCFF Base Funds
A. Summer Bridge - Targeted STA support for EL Students in support of ELA and Math skills development		<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: _____	\$15,000 Certificated Salaries \$4,500 Benefits Total: \$19,500 LCFF Supplemental Funds
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 -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	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: _____	\$550,000 Credentialed Salaries expense \$106,000 Benefit expenses Total: \$656,000 LCFF Base Funds

Intervention Coordinator to coordinate and collaborate with counseling and other student support staff to oversee, evaluate and implement student intervention and support	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>	\$75,000 Salary expenditure \$22,500 Benefits expenditure \$97,500 Total LCAP Supplemental Funds
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LCAP Year 2: 2016-17

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>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	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: _____	\$73,000 Credentialed salaries expense \$9,000 Benefits expense \$8,000 Other expenses Total: \$90,000 LCFF Base Funds
A. Summer Bridge - Targeted STA support for EL Students in support of ELA and Math skills	School-Wide	<input type="checkbox"/> All -----	\$15,000 Certificated

development		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 \$4,500 Benefits Total: \$19,500 LCFF Supplemental Funds
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 -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	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>	\$550,000 Credentialed Salaries expense \$106,000 Benefit expenses Total: \$656,000 LCFF Base Funds
Intervention Coordinator to coordinate and collaborate with counseling and other student support staff to oversee, evaluate and implement student intervention and support	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>	\$75,000 Salary expenditure \$22,500 Benefits expenditure \$97,500 Total LCAP Supplemental Funds

LCAP Year 3: 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. 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.

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.

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</p>	<p>School-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>\$73,000 Credentialed salaries expense \$9,000 Benefits expense \$8,000 Other expenses Total: \$90,000 LCFF Base Funds</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>_ All ----- OR: _ Low Income pupils <u>X</u> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>\$15,000 Certificated Salaries \$4,500 Benefits Total: \$19,500 LCFF Supplemental Funds</p>
<p>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</p>	<p>School-Wide</p>	<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>\$550,000 Credentialed Salaries expense \$106,000 Benefit expenses Total: \$656,000 LCFF Base Funds</p>

<p>Geometry Math and Science classes -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</p>			
<p>Intervention Coordinator to coordinate and collaborate with counseling and other student support staff to oversee, evaluate and implement student intervention and support</p>	<p>School-Wide</p>	<p><u> </u>All ----- OR: <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>\$75,000 Salary expenditure \$22,500 Benefits expenditure \$97,500 Total LCAP Supplemental Funds</p>

Annual Update

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

Guiding Questions:

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

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>
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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>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>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Supervision and staffing of instructional program	\$16.07 mil, Certificated	Supervision and staffing of instructional program	Certificated Salaries and

	Salaries expense, funded by LCFF Base Funds		Benefits : \$16,540,000 Salaries: \$13,200,000 Benefits: \$ 3,340,000 TOTAL \$16,540,000
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 will be aligned to CA Common Core State Standards and the charter petition	\$1.388 mil Books and Supplies expense, funded by LCFF Base funding and Note: Common Core Plan	Instructional and supplemental materials purchased will be aligned to CA Common Core State Standards and the charter petition	\$1,190,000
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: _____	
Supervision and staffing of custodial and	\$2.762 mil	Supervision and staffing of custodial and	Salaries: \$

maintenance staff Security staffing	Classified Salaries, LCFF Base Funds	maintenance staff Security staffing	1,400,000 Benefits \$ 550,000 TOTAL: \$ 1,950,000
Scope of Service:		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: _____		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: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes are expected. All teachers are fully credentialed and appropriately placed. All students have access to Standards-aligned instructional materials. Facilities are in constant maintenance and in good repair.		

Original GOAL from prior year LCAP:	<p>II. IMPLEMENTATION OF COMMON CORE STATE STANDARDS (CCSS)</p> <p>A. Implementation</p> <ul style="list-style-type: none"> School will fully implement state-adopted ELA and Math academic content and performance standards by School Year 2014-15 for all student including subgroups. School will seek to implement academic content and performance standards for all core subjects <i>as they are adopted by the state.</i> <i>Teachers will participate in annual professional development on the implementation of the Common Core State Standards.</i> <i>All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards.</i> <p>B. EL Students and Academic Content Knowledge</p> <ul style="list-style-type: none"> All EL students will gain academic content knowledge through the state-adopted academic content and performance standards. All teachers of English Learners, EL and RFEP will participate in Professional Development provided by professional experts in the field to provide on implementation of the CCSS with specific application of SDAIE and ELD instructional strategies – All teachers of English Learners, EL and RFEP will participate in Professional Development provided by professional experts in the field to provide appropriate use of differentiation, SDAIE and ELD instructional strategies. 	<p>Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____</p>	
	Goal Applies to:	Schools: High School	
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</p>	Actual Annual Measurable Outcomes:	Administrative observations of instruction taking place support that implementation of the Common Core State Standards are in progress.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Professional Development: Granada Hills Charter teachers will participate in Professional Development, trainings and workshops in CA CCSS.	A. \$0.37 mil Professional/Consulting Services & Other Operating Expenses by Title I, Title II and LCFF Base Funds	Teachers participated in Professional Development Trainings and workshops focusing on the Common Core school-wide, in department groups and in individual trainings.	\$159,000 (NOTE: This total is a combined Professional Development expenditure with item B below and Goal IV which includes training for English Language Learners and High Stakes Testing.)
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: _____	
A. All teachers of English Learners, EL and RFEP will be appropriately certified in SDAIE and ELD instructional strategies and are	A. \$160,000 (Goal 1160)Certificated Salaries expense, funded	All teachers of EL and RFEP students are appropriately certified in SDAIE and ELD instructional strategies and are qualified for	Salaries: \$88,000 Benefits: \$

qualified for instruction of six sections of ELD Classes	by LCFF Supplemental Funds	instruction of six sections of ELD classes.	8,000
EL Instructional Aides		Addition of one EL Instructional Aide now on staff (B. Mulin)	TOTAL: \$96,000
CTEL Assistance Program for Staff		CTEL Assistance was provided to staff to complete their training	
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
B. 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	B. \$25,000 (Goal 1160), funded by LCFF Supplemental Funds	All teachers of English Learners, EL and RFEP participated in school-wide Professional Development provided by professional experts in the field including implementation of the CCSS with specific application of SDAIE and ELD instructional strategies	See Above Professional Development expense in item above. All PD expenses were combined.
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> 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 envisioned changes.		

Original GOAL from prior year LCAP:	III. PARENT INVOLVEMENT <ul style="list-style-type: none"> • School will provide opportunities for parent involvement • School will provide opportunities for parent input in committee meetings and informational sessions 	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: High School Applicable Pupil Subgroups: All
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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 - Documentation of parent meetings; survey results	Actual Annual Measurable Outcomes:	Approximately seven parent meetings were held for general, Title I, ELAC and other meetings during the fall semester of 2014. Approximately seven parents meetings were held in spring semester 2015. See Parent Engagement 2014-15 working listing.
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LCAP Year: 2014-15

Planned Actions/Services	Actual Actions/Services
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	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	\$10,000 Services & Other Operating Expense funded by LCFF Base funds	Planned actions were accomplished far in excess of three parents meetings per semester between the following groups: Parent Advisory, Title I, and a multitude of College Office outreach activities.	\$6,000

Scope of Service:	School-Wide	Scope of Service:	School-Wide
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<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: _____
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Charter School will host a minimum of 2 ELAC Parent Meetings per year	\$1,000 Services & Other Expense by LCFF Supplemental Funds, Title III	ELACparent meetings were held both fall (2) and spring as well as a closing celebration of ELAC parents in the spring.	\$1,000
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> 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: _____	
<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 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 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>	\$75,000 (Goal 1160) Function 2495 Title I and LCFF Supplemental Funds	Outreach to parents of low income, EL, Foster Youth and RFEP students and ELAC Parent Meetings were held throughout the school year well exceeding the metric. Translation services were provided as needed.	\$34,000

Scope of Service:	School-Wide	Scope of Service:	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 <input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</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 <input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>No expected changes in goals. Continue to explore ways to increase and track parent involvement.</p>		

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 11th graders at comparable neighborhood school
- Graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood schools
- The graduation rate with A-G completion will increase annually (72.4 % in 2011-12)
- 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

A. All students will meet or exceed targets for growth

Actual

A and B. Statewide Assessments and API continues

Annual Measurable Outcomes:

- 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 - Annual improvement in 11th grade EAP and A-G grad rate higher than comparable schools (Metric: 11th grade EAP percent conditional and college ready in ELA and Math and A-G graduation rate)
- 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 be reclassified as Fluent English Proficient annually - Meets or exceeds 10% target for growth (Metric: Reclassification Rate)
- F. 100% of students taking AP Exams will pass with a score of 3 or above (Metric: AP Exam Results)
- G. 100% of students will demonstrate college preparedness - Annual improvement in 11th grade EAP % conditional and college ready in ELA and Math, Higher than comparable neighboring schools, Annual improvement in A-G graduates Higher than comparable neighboring schools - (Metric: Annual EAP Results)

Annual Measurable Outcomes:

- to be suspended so there is no measurable outcome for comparison.
- C. EAP results show students on track for College Readiness on the EAP improving overall in college readiness and conditionally ready from 68% in 2013 to 69% in 2014 in English Language Arts and 58% in 2013 to 63% in 2014 in Math for 11th graders. The UC/CSU A-G completion rate among graduating seniors improved from 73.2% in 2013 to 73.9% in 2014 and the Cohort Graduation rate improved from 94.4% to 95.0% from 2013 to 2014. Internal measures calculated utilizing college ready benchmarks from the EAP, AP, SAT, ACT and IB results identified the class of 2014 as 50.7% college ready regarded as baseline data for future comparison.
- D. (EL Data needed)
- E. (EL Data needed)
- F. AP Exam performance showed student pass rate improved from 79.6% in 2013 to 82.6% in 2014.
- G. Annual improvement in EAP % is stated in item C. Comparison with neighboring schools show that GHCHS students perform at a higher percentage than comparable neighboring schools in math and English language arts. In addition, the UC/CSU A-G Completion rate of GHCHS graduating seniors exceed all comparable neighboring schools' rate.

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Granada Hills Charter teachers will participate in Professional Development to:</p> <p>1. provide adequate learning environments; selection of appropriate CA CCSS and CAHSEE aligned instructional materials</p> <p>2. incorporate testing strategies in preparation for the CA ASPP</p>	<p>\$40,000 Services and Other Operating Expense, funded by LCFF Base Funds</p>	<p>All teachers regularly participated in Professional Development addressing the CA CCSS, CAHSEE aligned materials and testing strategies incorporated into instructional programs.</p>	<p>Actual expenditure is included in Goal II Item A. Professional Development. (All Professional Development expenditures were combined)</p>
<p>Scope of Service:</p>	<p>School-Wide</p>	<p>Scope of Service:</p>	<p>School-Wide</p>
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
<p>Increase student access to computers and training on online assessments(add computers/labs)</p> <p>1. Increase technology access, training and upgrades</p> <p>2. IT Staffing</p> <p>3. eSchool and DataDirector (or other schoolwide data tool)</p>	<p>\$1.2 mil LCFF Base Funds</p>	<p>Upgraded a classroom to a full service computer lab (ICS) and increased the number of student laptops. We added computer technology to CTE courses. Professional Development training and new classroom technology (Google classroom)</p> <p>Additional position increased to half time CALPADS staff and half time clerical assistant.</p>	<p>Salaries: \$595,000 Benefits: \$142,000 Other: \$400,000 TOTAL: \$1,137,000</p>

4. CALPADS costs			
5. Testing Coordinator			
6. Annual Testing Assistance - Staff and Subs			
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: _____	
School will provide opportunities for all students to take the Early Assessment College Readiness (EAP) Exam, PSAT, SAT and ACT as well as NWEA in math and English and the CELDT exam to determine literacy and numeracy levels. PSAT NWEA	\$75,000 LCFF Base Funds	All students were provided access to the PSAT, 11th graders the EAP and SAT and ACT Exams. CELDT exams were provided to eligible students. And the NWEA was provided to Grade 9.	\$ 83,000
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: _____	
College and Career Counselors Staffing Naviance-College Readiness Assessment and other Program assistance	\$300,000 LCFF Base Funds	All students were provided access to Naviance and supported by College and Career Counselors.	Salaries: \$298,000 Benefits: \$75,000 Other: \$ 38,000

			TOTAL: \$411,000
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: _____	
Full time EL Coordinator/Case Carrier and Staff Development Assistant: <ul style="list-style-type: none"> • Collaborates with EL Counselor on student identification, course access placement, rigor and preparation • Conducts evaluation and performance assessment of EL and RFEP students on CELDT and statewide assessment of English Language Arts and Mathematics • Provides referral for targeted and One-on-One Peer Tutoring Support on ELA and Math and statewide assessment preparation • Provides a minimum of twice per semester face-time with EL and RFEP students and as needed. • Reviews EL Progress towards reclassification • Reviews EL and RFEP academic progress and assesses need for student support towards reclassification, course access and college preparation • Supervises, advises and provides resources for enrichment & intervention opportunities for all EL and RFEP students to assist toward increased reclassification rate and college preparedness 	\$125,000 (Goal 1130) LCFF Supplemental Funds	The individual hired this year is a half-time EL Coordinator. This is a new position. The EL Coordinator completes all duties as assigned and described in the original actions/services.	Salaries: \$50,000 Benefitis: \$10,000 TOTAL: \$60,000

<ul style="list-style-type: none"> Tracks annual performance data of EL and RFEP students on statewide and standardized testing for program improvement Evaluates College Preparedness of EL/RFEP students-Collaborates with College Office for advisement 			
<p style="text-align: center;">Scope of Service:</p>	<p style="text-align: center;">School-Wide</p>	<p style="text-align: center;">Scope of Service:</p>	<p style="text-align: center;">School-Wide</p>
<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
<p>Additional Language Assistant To provide support for the diverse GHCHS population of EL Students (e.g. Chinese Language Assistant)</p>	<p>\$25,000 (Goal 1130) LCFF Supplemental Funds</p>	<p>An Additional Language Assistant was added to the staff this year in fulfillment of the planned action.</p>	<p>Salaries: \$ 20,000 Benefits: \$ 5,000 TOTAL: \$ 25,000</p>
<p style="text-align: center;">Scope of Service:</p>	<p style="text-align: center;">School-Wide</p>	<p style="text-align: center;">Scope of Service:</p>	<p style="text-align: center;">School-Wide</p>
<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
<p>Expand College Counseling Support Staff to develop "Dare to Dream" College Preparation Program - Provide earlier introduction to college programs with college tours and partnerships for targeted student population</p> <ul style="list-style-type: none"> Expand the four-year academic plan to include college and career transition to earlier grades 	<p>\$60,000 (Goal 1140) LCFF Supplemental Funds</p>	<p>Current staff did accomplish the majority of the planned actions and services and we are evaluating alternative jobs/duties /responsibilities to meet this goal in lieu of new staff.</p>	<p>\$ 0</p>

<ul style="list-style-type: none"> • Provide Mock SAT, Essay Writing Workshops, research in college differences, understanding financial aid for students • Provide early parent education on college options and financial aid and how to navigate the system 			
<p style="text-align: center;">Scope of Service:</p>	<p style="text-align: center;">School-Wide</p>	<p style="text-align: center;">Scope of Service:</p>	<p style="text-align: center;">School-Wide</p>
<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p><u>X</u> Low Income pupils __ English Learners __ Foster Youth</p> <p>__ Redesignated fluent English proficient</p> <p>__ Other Subgroups: _____</p>		<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p>__ Low Income pupils __ English Learners __ Foster Youth</p> <p>__ Redesignated fluent English proficient</p> <p>__ Other Subgroups: _____</p>	
<p>Foster Youth (LCSW) Coordinator /Case Carrier (part time)</p> <ul style="list-style-type: none"> - Assists in Transition to GHCHS and AB167 support - Interfaces with Group Home - Provides Behavior and Socio-emotional support - Runs group/individual counseling and support for development of independent living skills - Provides resource connections - Collaborates with social worker and Foster Youth Counselor 	<p>\$90,000 (Goal 1150)LCFF Supplemental Funds</p>	<p>This position was filled in the 2014-15 school year with a Part Time Foster Youth Liaison who:</p> <ul style="list-style-type: none"> - Assists with the transition to GHCHS and AB167 support - Interfaces with Group Home - Provides resource connections - Collaborates with social worker and Foster Youth Counselor 	<p>\$ 5,000(Stipend) (Goal 1150)LCFF Supplemental Funds</p>
<p style="text-align: center;">Scope of Service:</p>	<p style="text-align: center;">School-Wide</p>	<p style="text-align: center;">Scope of Service:</p>	<p style="text-align: center;">School-Wide</p>
<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p>__ Low Income pupils __ English Learners <u>X</u> Foster Youth</p> <p>__ Redesignated fluent English proficient</p> <p>__ Other Subgroups: _____</p>		<p>__ All</p> <p>-----</p> <p>OR:</p> <p>__ Low Income pupils __ English Learners <u>X</u> Foster Youth</p> <p>__ Redesignated fluent English proficient</p> <p>__ Other Subgroups: _____</p>	

Foster Youth Counselor - (40%) AB 167 Support • Transcript evaluation, course placement, advisement and support	\$50,000 (Goal 1150)LCFF Supplemental Funds	A Foster Youth Counselor was assigned in the 2014-15 school year (Seth Hankison)and is effectively supporting these students.	Salaries: \$50,000 Benefits: \$12,500 TOTAL: \$62,500
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<u>X</u> 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: _____	
Classified Personnel – Mentor (Part time) Monitoring of Acellus Program for Foster Youth	\$9,000 (Goal 1150)LCFF Supplemental Funds	This position was supported by a special education staff member.	N/A
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<u>X</u> 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: _____	
Acellus Program and student licenses \$10/course (67 student in 2013-14 ~ \$3,000)	\$3,000 (Goal 1150)LCFF Supplemental Funds	Student licenses were purchased and utilized by our Foster Youth students.	\$7,000
Scope of Service:	School-Wide	Scope of Service:	School-Wide
__ All ----- OR:		__ All ----- OR:	

Low Income pupils English Learners Foster Youth

Redesignated fluent English proficient

Other Subgroups: _____

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?

Further exploration of college readiness data for comparison and student college readiness at each grade level with additional performance goals will be explored and implemented in future years.

The existing goals continue to be an appropriate assessment of student achievement with the upcoming addition of the CA CCSS assessments and forthcoming calculation of the API from the state.

<p>Original GOAL from prior year LCAP:</p>	<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"> 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%0 <p>E. High school graduation rate</p> <ul style="list-style-type: none"> 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%) 	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____</p>
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<p>Goal Applies to:</p>	<p>Schools: High School Applicable Pupil Subgroups: All</p>
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<p>Expected Annual Measurable Outcomes:</p>	<p>A. Attendance (ADA) rate > 95%</p> <p>B. Absenteeism >5%</p> <p>C. N/A</p> <p>D. Dropout rate lower than comparable neighboring schools</p> <p>E. Meet or exceed CDE graduation rate - Graduation</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>A. and B. Attendance rate was 98% for 2014 and absenteeism 2% meeting the expected annual measurable outcomes.</p> <p>D. The Cohort Dropout Rate of 1.8% for 2014 was lower than comparable neighboring schools e.g. El Camino Charter 3.0%, Palisades Charter 2.6%.</p> <p>E. The 95.0% Cohort Graduation rate of 2014</p>
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rate higher than comparable neighboring schools	exceeded the expected 90.0% CDE graduation rate which exceeded LAUSD neighboring schools but was comparable with neighboring similar charter schools, e.g. El Camino Charter 94.1%, Palisades Charter 95.7%.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Attendance Personnel/Staffing	\$340,000 LCFF base funds	Attendance Personnel/Staffing	Salaries: \$290,000 Benefits: \$72,500 TOTAL: \$362,500
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: _____	
Foster Youth Coordinator/Case Carrier will determine level of support and intervention and services needed to support educational sustainability, regular attendance and progress toward graduation in collaboration with the Foster Youth Counselor	See prior Goal IV expenditures	Addressed under Goal IV actions and services	Addressed under Goal IV expenditures
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: _____	
Foster Youth Counselor	See prior Goal IV expenditures	Addressed under Goal IV Expenditures	Addressed under Goal IV Expenditures
Scope of Service:		Scope of Service:	
School-Wide		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: _____	
Staffing of Additional Counseling Services Staffing of Student Health and Support Staff Senior student access to Acellus Program	\$1.971 million LCFF base funds	Staffing of Additional Counseling Services Staffing of Student Health and Support Staff Senior student access to Acellus Program	Salaries: \$1,640,000 Benefits: \$423,000 Other: \$55,000 TOTAL: \$2,118,000
Scope of Service:		Scope of Service:	
School-Wide		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: _____	
EL Coordinator/Case Carrier will determine level	See prior Goal	Addressed under Goal IV actions and services	Addressed under

of support/intervention and services needed for high school success <ul style="list-style-type: none"> • provides resources and organizes workshops as needed • organizes parent education, training and support for high school success 	IV expenditures		Goal IV Expenditures
Scope of Service:	School-Wide	Scope of Service:	School-Wide
__All ----- OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	__All ----- OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		
“Dare to Dream”-like College Support Staff engages students with workshops and college and career planning opportunities to encourage development of high school graduation and beyond goals College Counselors will identify students for targeted tutoring	See prior Goal IV expenditures	This position(s) was not implemented in 2014-15, determining alternative ways to serve students.	\$ 0
Scope of Service:	School-Wide	Scope of Service:	School-Wide
__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	<input checked="" type="checkbox"/> All ----- 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?	Procedural changes providing for closer monitoring of four year cohort students transferring in and out and exit code data input accuracy, review and monitoring has resulted from data collected in 2014-15.		

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 <1% annual pupil expulsion rate</p> <p>C. School Connectedness</p> <ul style="list-style-type: none"> 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 	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 <u>X</u> 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 <1%</p> <p>C. 75% positive results on Annual Stakeholder Satisfaction Survey</p>	<p>Actual Annual Measurable Outcomes:</p> <p>A. The 2014-15 suspension rate is predicted to be lower than prior years do to the adoption of student behavior supports now in place. The suspension rate did improve from released data available from 2.9% in 2012 to 2.17% in 2013.</p> <p>B. The expulsion rate has remained at 0% meeting the expected outcome.</p> <p>C. Annual Stakeholder Survey results</p>
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Discipline Deans Staffing	\$368,000 LCFF base funds	Discipline Deans Staffing	Salaries: \$456,000 Benefits: \$91,000 TOTAL: \$547,000
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: _____	
EL Coordinator/Case Carrier will: • Collaborate with the Deans' office to regularly monitor pupil suspension and expulsion of EL and RFEP students and follow-up providing support and intervention services as appropriate • Collaborate with counseling and teachers to insure smooth student transition to school culture	See prior Goal IV expenditures	Addressed in Goal IV actions and services	Addressed in Goal IV Expenditures
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: _____	
Webmaster	\$2.304 million	Webmaster	Salaries:

Development Director Activities Office and Programs Website provider Email Provider eBlast Provider Survey Monkey Other Software	LCFF base funds	Development Director Activities Office and Programs Website provider Email Provider eBlast Provider Survey Monkey Other Software	\$1,466,000 Benefits: \$ 418,000 Other: \$ 389,000 TOTAL: \$2,273,000
Staffing of Security Aides and Officers for school safety		Staffing of Security Aides and Officers for school safety	
School surveillance system		School surveillance system	
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: _____	
Deans Office will track and report out any suspension and expulsion of low income students to be identified for further follow-up, intervention and support in collaboration with the counseling office	See Prior Deans Office expenditure	Deans Office will track and report out any suspension and expulsion of low income students to be identified for further follow-up, intervention and support in collaboration with the counseling office	Expenditure address in item above
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 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: _____	
Foster Youth Coordinator/Case Carrier will	See Prior Goal	Addressed in Goal IV Expenditures	Addressed in

<p>collaborate with the Deans' office to regularly monitor pupil suspension and expulsion of EL and RFEP students and follow-up providing support and intervention services as appropriate.</p> <p>Foster Youth Coordinator/Case Carrier and Foster Youth Counselor to monitor and support smooth transition into school culture</p>	<p>IV expenditure</p>		<p>Goal IV Expenditures</p>
<p>Scope of Service:</p>	<p>School-Wide</p>	<p>Scope of Service:</p>	<p>School-Wide</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Improve the number of participants in the Stakeholder Survey and create separate surveys for students, staff and parents/community to evaluate perspective of each of the stakeholder groups.</p>		

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: _____
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Goal Applies to:	Schools:	High School	Applicable Pupil Subgroups:	All
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Expected Annual Measurable Outcomes:	100% Access to a broad course of study	Actual Annual Measurable Outcomes:	All students are provided access to a broad course of study as indicated by our school catalog of offerings, the Master Schedule, the A-G curriculum and graduation requirements. Along with all core requirements, students may access a variety of electives, athletics and enrichment programs. Metrics include review of the 2014 95% Cohort Graduation Rate and the 73.9% 2014 graduates meeting A-G requirements. Further review shows that all subgroups exceeded the graduation and A-G completion rate of comparable neighboring schools. See 2013-14 Graduate Data Comparison.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increased student access to academic and enrichment courses through the expansion to a 7 period day. <ul style="list-style-type: none"> Increased student access to academic support and remediation Additional Instructional Staffing Additional Support Staffing Additional Deans and Security support 0 and 	\$0.635 million LCFF base funds	Increased student access to academic and enrichment courses through the expansion to a 7 period day. <ul style="list-style-type: none"> Increased student access to academic support and remediation Additional Instructional Staffing Additional Support Staffing Additional Deans and Security support 0 and 	Salaries: \$89,000 Benefits \$ 8,000 TOTAL: \$97,000

7th period staffing		7th period staffing	
Scope of Service:		School-Wide	Scope of Service:
School-Wide		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: _____	
EL Coordinator/Case Carrier will collaborate with Counselor to review Individual Learning Plans, course progression and opportunities provided to all EL and RFEP students for full course access and college preparation	See prior Goal IV expenditure	Addressed in Goal IV actions and services	Addressed in Goal IV expenditures
Scope of Service:		School-Wide	Scope of Service:
School-Wide		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: _____	
“Dare to Dream” College Support Staff provides connections between available courses and future college and career opportunities and 4 year plan review Counselors develop Individual Learning Plans that provide for a broad course of study	See prior Goal IV expenditure	Not implemented in 2014-15, determining alternative ways to serve students.	\$ 0
Scope of Service:		School-Wide	Scope of Service:
School-Wide		School-Wide	
<input type="checkbox"/> All -----		<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: _____		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: _____	
Foster Youth Coordinator/Case Carrier and Foster Youth Counselor to monitor and insure appropriate course access and credit retrieval	See prior Goal IV expenditure	Addressed in Goal IV Expenditures	Addressed in Goal IV Expenditures
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: _____	
Additional course offerings to provide expanded opportunities to students in terms of course selection, support and needed preparation for access to all programs including IB and AP Capstone and longer instructional day	\$608,122 (Goal 1160)LCFF Supplemental Funds	Included as part of first item above - Increase student access to academic and enrichment classes.	See above expenditures in item 1 above
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 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: _____	
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.		

Original GOAL from prior year LCAP:	<p>VIII. PUPIL OUTCOMES</p> <p>A. SUMMER BRIDGE - Incoming student participation 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:		<p>Schools: High School</p> <p>Applicable Pupil Subgroups: All</p>
Expected Annual Measurable Outcomes:	<p>A. 98% STA (Summer Bridge) attendance rate</p> <p>B. 90% student access to ELA intervention, support services, enrichment and advanced placement early in academic year</p> <p>C. 90% student access to Math intervention, support services, enrichment and advanced placement early in academic year</p>	<p>Actual Annual Measurable Outcomes:</p> <p>A. Actual STA Attendance rate was 89% for incoming 9th graders however many students do register too late to attend STA so those students subsequently attend prior to their 10th grade year in compliance for graduation requirements. Attendance rate for STA completion for enrolled 10th graders is 95%.</p> <p>B. Student early access to advanced placement courses was increased from the one offering of AP Human Geography to offering 9th grade AP Physics and AP Art History. Other early access included expansion of AP Chemistry to 10th grade students.</p> <p>All students had access to ELA tutoring provided throughout the year. Targeted English tutoring for fall 2014 semester engaged 62 students however 78% of the total student population accessed academic tutoring and 21% accessed enrichment classes.</p> <p>C. All students had access to all levels of Math tutoring provided throughout the year. Targeted</p>

Algebra I and Targeted Algebra II tutoring was provided to approximately 310 students. Overall 57% of the total student population access the Library extended hours and tutoring, 5% accessed Gap Period Tutoring. Overall 79% of the total student population accessed academic and enrichment programs provided in a before or after school environment.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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	\$0.423 million LCFF Base Funds	Incoming students accessed Summer Transition Academy which provided student assessment to aid in proper course placement, evaluation assistance, intervention and enrichment in EL and Math as well as acclimation and orientation to the high school environment and school expectations	Salaries: \$73,000 Benefits: \$9,000 Other: \$8,000 TOTAL: \$90,000
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: _____	
B. ELA Intervention: -Co-taught select CP English classes, Social Studies, Science -After school tutoring and enrichment programs to enhance ELA skills	\$260,000 LCFF Base Funds ELA \$355,000 LCFF Base Funds Math	Co-taught math and science courses were implemented this year. Social studies and English will follow these initial expansion pilots as planned in later years.	Salaries: \$550,000 Benefits: \$106,000 TOTAL:

<p>-Summer School ELA C. Math Intervention: -Co-taught Algebra 1, Algebra 2 and Geometry Math and Science classes -Summer School Math -After school tutoring for ELA, math and science.</p>		<p>After school tutoring and enrichment programs were developed and expanded to support ELA, Math and Science skills.</p>	<p>\$656,000</p>
<p>Scope of Service:</p>	<p>School-Wide</p>	<p>Scope of Service:</p>	<p>School-Wide</p>
<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>		<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	
<p>EL Coordinator/Case Carrier in collaboration with teachers and counseling will determine intervention needed in ELA and Math utilizing resources such as Language-alike Peer Tutors, course tutoring and credit retrieval opportunities</p>	<p>See prior Goal IV expenditure</p>	<p>See Goal IV actions and services A Part Time EL Coordinator joined our staff in 2014-15</p>	<p>See Goal IV expenditure</p>
<p>Scope of Service:</p>	<p>School-Wide</p>	<p>Scope of Service:</p>	<p>School-Wide</p>
<p><u>X</u> All ----- OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>		<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	
<p>Foster Youth Coordinator/Case Carrier to assess and obtain tutoring and support for ELA and Math and program assistance for credit retrieval as needed</p>	<p>See prior Goal IV expenditure</p>	<p>See prior Goal IV actions and Services A counselor was assigned as a Foster Youth Coordinator/Case Carrier in the 2014-15 school year.</p>	<p>See prior Goal IV expenditure</p>
<p>Scope of Service:</p>	<p>School-Wide</p>	<p>Scope of Service:</p>	<p>School-Wide</p>

<u>X</u> All ----- OR: __ Low Income pupils __ English Learners <u>X</u> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners <u>X</u> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
eSchool Individual Teacher Dashboard Development - eSchool Consultant Services (Cognos Report development and individual staff eSchool Dashboard design) Data Dashboard distribution to all instructional staff to track and maintain performance data on all EL/RFEP, Foster Youth, Low Income for early assessment of intervention strategies and follow-up.	\$10,000 (Goal 1160) LCFF Supplemental Funds	This service was not implemented in the 2014-15 school year. As an alternative, School City was adopted for 2015-16 which will fill this need.	\$ 0
Scope of Service:		School-Wide	
<u>X</u> 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 __ Other Subgroups: _____		<u>X</u> All ----- 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?	The 2014-15 Summer Transition Academy was designed as a two-week, two-session summer program scheduled mid-June to mid-July met with attendance issues due to scheduling of family vacations and late registrants. To improve the STA Attendance rate and instructional focus, the program has been redesigned into a one session, three-week program which has been moved to later in the summer. For the 2015-16 school year incoming students will be attending July 6-July 24. Continue to explore and offering tutoring and enrichment for targeted students and the general student population, tracking student subgroup access for further analysis.		

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:	\$2,108,053								
<p>GHCHS's unduplicated student population as of census date October 1, 2014 was 2,264 students (51.4 percent of the total population of 4,404 students). GHCHS's identified GAP funding increase in FY 15-16 is \$4,091,718. The estimated supplement grant funding in FY 2015-2016 is \$2,108,053. 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>Subsidizing of reduced meal student support</td> <td style="text-align: right;">\$50,000</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;">\$25,000</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;">\$ 96, 000</td> </tr> </tbody> </table>		Action	Amount	Subsidizing of reduced meal student support	\$50,000	Professional development of CCSS implementation with SDAIE and ELD Strategies (part of overall Professional Development expense indicated)	\$25,000	Six sections of ELD and two language assistants along with certification of teachers in SDAIE and ELD instructional strategies	\$ 96, 000
Action	Amount								
Subsidizing of reduced meal student support	\$50,000								
Professional development of CCSS implementation with SDAIE and ELD Strategies (part of overall Professional Development expense indicated)	\$25,000								
Six sections of ELD and two language assistants along with certification of teachers in SDAIE and ELD instructional strategies	\$ 96, 000								

CTEL Assistance Program for Staff	\$24,200
Parent outreach, workshops and training for unduplicated population and underperforming subgroups	\$34,000
Increase student access to technology computer/labs/training and updates	\$1,400,000
Part Time EL Coordinator/Case Carrier and Staff Development Assistant	\$ 71,500
Additional Language Assistants	\$ 120,000
Part Time Foster Youth Liaison	\$5,000
40% Foster Youth Case Carrier/Coordinator and Counselor	\$ 62,500
Classified Assistant for Foster Youth	\$25,000
Acellus Program access and licenses – Foster Youth	\$ 7,000
Home Internet Access for Low Income Families	\$30,000
Part Time Teaching Assistants for Core English, Math and Science support of CCSS and targeted tutoring for low income, foster youth and EL	\$96,000
Professional Development for Part Time Teaching Assistants for Core English, Math and Science	\$15,000

Contracted Transition Teacher/Counselor for foster youth and special needs students	\$95,000
Additional Security Assistants	\$47,000
Licensed Socio-emotional support for Foster Youth – Social Worker	\$95,000
Additional course offerings for preparation and support of students and access to higher level courses	\$97,000
Summer CELDT Testing	\$5,000
Summer Bridge – Transition Academy (STA) targeted for EL student support in ELA and Math	\$19,500
Full Time Intervention Coordinator	\$97,500
TOTAL OF ALL ITEMS:	\$2,517,200

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.

5.61 %			
Category	Amount	Notes	
1. Projected Average Daily Attendance	4,485	From Budget	
2. Projected Unduplicated Students	51.83%	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	\$912	Line 6 x Line 2	
8. Total Supplemental Funding	\$2,108,053	Line 1 x Line 7	

9. Total Funding	\$39,708,001	From LCFF Calculator
10. Base Funding	\$37,599,948	Line 9 – Line 8
11. Minimum Proportionality Percentage	5.61%	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.

**GRANADA HILLS CHARTER HIGH SCHOOL
GOVERNING BOARD MEETING**

Monday, June 29, 2015 8:30 a.m.
Special Programs Conference Room
and by Teleconference at 498 Park Ave., Balboa Island, CA

AGENDA

- ◆ Call to Order, Roll Call, Pledge of Allegiance
- ◆ Oral Communications: Agenda items presentation shall be for no more than three (3) minutes; non-agenda items presentations shall be for no more than two (2) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. If you wish to speak to an agenda item or make public comment, please see Karla Diamond in the Executive Director's office
- ◆ Chief Business Officer's Report (*Eugene Straub*)
 - **Action Item #1** – Approval/Adoption of Preliminary 2015-16 Budget
 - **Action Item #2** – Approval of 2015-16 Expenditure of Education Protection Account (EPA) funding authorizing Prop 30 funds to be allocated to teacher salaries and benefits (total amount \$6,380,137.00).
 - Common Core Expenditure Report
- ◆ Executive Director's Report (*Brian Bauer*)
 - **Action Item #3** – Approval of the Local Control Accountability Plan (LCAP)

CLOSED SESSION

- ◆ PUBLIC EMPLOYMENT - Title: Executive Director

PUBLIC SESSION

- ◆ Reconvene to Open Session
 - Report on action taken in closed session, if any
- ◆ **Action Item #3** - Board Approval and Ratification of Executive Director Employment Agreement - July 1, 2015 through June 30, 2018

GRANADA HILLS CHARTER HIGH SCHOOL

Meeting of the Governing Board

June 29, 2015

8:30 a.m.

Special Programs Conference Room

Minutes

In Attendance:

Brian Bauer, Executive Director (non-voting)
Steve Bourgouin, Retired Teacher
Lorene Dixon, At Large Member

Joan Lewis, At Large Member
Jim Salin, At Large Member (Chair)

By Teleconference at 498 Park Ave., Balboa Island, CA: Sonja Brown, Parent Member

Absent: Jody Dunlap, At Large Member
Leila Vickers, At Large Member

The meeting was called to order at 8:31 a.m. Jim Salin led the Pledge of Allegiance.

Chief Business Officer's Report (Eugene Straub)

- **Action Item #1** – Approval/Adoption of Preliminary 2015-16 Budget. Mr. Straub presented the recommended budget for the 2015-16 academic year, based on the signed budget agreement between the Governor and the Legislature. This budget was developed and revised alongside the Local Control Accountability Plan (LCAP) which is also on the agenda for approval today. The budget report contained a revenue and expense overview, including the projected escalation of the employer contribution rates for both STRS and PERS over the next five years, and the projected reduced annual increases in LCFF (Local Control Funding Formula) funding. This combination of higher retirement rates and lower revenue growth may lead to a scenario where we will be forced to make cuts to the non-personnel portion of the budget if other revenue enhancements are not identified. In addition, the elimination of one-time funding after 2015-16 will put further pressure on the overall budget as total revenue growth flattens and personnel-related costs continue to increase. The current projections are presented without any salary enhancement assumptions but do include step/column and salary range growth for current staff. There was a further discussion about the expiration of Proposition 30 and the potential negative impact on school funding if the State economy is unable to sustain the revenues provided by these temporary tax increases.

Steve Bourgouin made a motion to approve the 2015-16 Preliminary Budget. Joan Lewis seconded the motion. Unanimously approved with the following votes:

Steve Bourgouin	Yes		Lorene Dixon	Yes		Joan Lewis	Yes		Leila Vickers	Absent
Sonja Brown	Yes		Jody Dunlap	Absent		Jim Salin	Yes			

- **Action Item #2** – Proposition 30 requires all districts, counties, and charter schools to report on their websites an accounting of how much money was received from the Education Protection Account (EPA) that was created to receive the revenues of this tax increase. It also requires that the use of EPA funds be determined by the governing board at an open public meeting. Since the expenditure for classroom teacher salaries and employee benefits is a major part of our school budget, Mr. Straub is recommending that the EPA funding for 2015-16 be spent in this manner and that a prorated share of our classroom teacher salaries and employee benefits expenditures be transferred to the EPA account throughout the year.

Lorene Dixon made a motion to allocate the 2015-16 EPA funds to teacher salaries and employee benefits. Steve Bourgoiu seconded the motion. Unanimously approved with the following votes:

- Common Core Expenditure Report – Mr. Straub informed the Board that all of the 2014-15 Common Core monies have been expended in accordance with the Board-approved plan for technology needs including student Chromebooks, professional development for staff and upgrades to the system.

Executive Director’s Report – Brian Bauer

- **Action Item #3** –GHCHS has regularly worked on reviewing the Local Control and Accountability Plan during staff and committee meetings as well as informational sessions held with a variety of community and parent groups including the ELAC and Parent Advisory Committees. Community outreach that has taken place throughout the 2014-15 school year has ensured that all stakeholders have had the opportunity to learn about he LCAP and provide input and feedback during the development of the Plan. The GHCHS Governing Board has received School Site Council (SSC) updates through the process at numerous Board meetings, including a thorough briefing during its June 15 meeting that included recommended priorities from the SSC.
- Section 1 of the plan details the events and corresponding dates when the LCAP was presented and discussed; Section 2 describes the goals, actions, expenditures and progress indicators that the school is seeking over the course of the three years covered by the plan; Section 3 describes the use of supplemental and concentration funding and estimates the level of additional funding anticipated form the Local Control Funding Formula (LCFF) from these sources.

Steve Bourgoiu made a motion to approve the 2015-16 Local Control Accountability Plan (LCAP). Lorene Dixon seconded the motion. Unanimously approved with the following votes:

Steve Bourgoiu	Yes		Lorene Dixon	Yes		Joan Lewis	Yes		Leila Vickers	Absent
Sonja Brown	Yes		Jody Dunlap	Absent		Jim Salin	Yes			

Meeting adjourned to closed session at 8:59 a.m.

Meeting reopened to public session at 9:15 a.m. Chair Salin reported that the Board approved the Executive Director’s contract for 7/1/2015 through 7/1/2018.

Meeting adjourned at 9:16 a.m.