§ 15497.5. Local Control and Accountability Plan and Annual Update

Introduction:

LEA: Ánimo Ralph Bunche Charter High School

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LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update

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
During the 2015-16 school year, the School used several outreach strategies to engage with stakeholders on the LCAP. The School's efforts began in March 2016 when the School Principal and Cluster Business Manager reviewed the 2015-16 LCAP with the School Advisory Council ("SAC"). The SAC is comprised of administrators, teachers, counselors, classified staff members, parents and students. The SAC also includes representation from the Asociación de Maestros Unidos, the union that represents Green Dot's certificated staff. Following that review, the Green Dot Public Schools CA Home Office ("Green Dot Home Office"), including members of the Education, Knowledge Management, Policy & Public Affairs, Finance & Accounting and Operations teams, provided the School with updated data for each goal to help monitor and track progress for the 2016-17 Annual Update. The Green Dot Home Office reviewed the 2016-17 Annual Updates across all Green Dot middle and high schools to identify trends, achievements and areas for improvement. This information was also shared with ***Green Dot's Board of Directors Education Committee*** (06/16/16), which includes the President of the Asociación de Maestros Unidos In conjunction with the different stakeholder groups, the Green Dot Home Office worked with School Leadership to update the 2016-17 Three-Year LCAP, taking into account the progress identified on the Annual Updates, revisions to actions/services, and updates to future expenditures. The 2016-17 LCAP was presented to the School Advisory Council during the May 2016 SAC meeting. The SAC reviewed the LCAP, including areas in the Annual Update were targets were missed, and provided feedback on additional actions/activities to address these areas in the future. Afterwards, the SAC approved the 2016-17 LCAP. The School LCAP was presented to the ***Green Dot Governing Board*** on 06/29/16 for final approval. The LCAP was submitted to the Authorizing School District and the Los Angeles County Office of Education prior to 06/30/16. The Green Dot Home Office, School Leadership and SAC will regularly monitor and evaluate progress made towards the School's LCAP goals.	• Updated the calculation of several metrics to align with the methodologies requested by CA Department of Education or Local Authorizing Entity • Updated one goal to align better align with available data • Supplemented Section 2 with new activities, services and expenditures to support the School in meeting all LCAP goals and targets • Renumbered goals to improve fluidity of LCAP due to condensation to 5 over-arching goals from the 2014-15 to the 2015-16 LCAP

Annual Update: See above for the stakeholder involvement process for the review and update of the 2016-19 School LCAP and 2015-16 Annual Update.	**Annual Update:** See above for the stakeholder involvement process for the review and update of the 2016-19 School LCAP and 2015-16 Annual Update.

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).

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

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

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

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

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

Guiding Questions:

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA’s goal(s) to address any locally-identified priorities?

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

GOAL:	Provide for Basic Services	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local: Specify _____
Identified Need:	• To provide and maintain Basic Services for students and schools • To ensure students have access to a broad course of study • To ensure students have access to a broad course of study and pupil outcomes are measured in applicable subject areas	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

1) Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching

All Students	LEA	100% compliant

2) Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petition

All Students	LEA	100% of ELA and Math teachers will use standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks

3) Students will have access to the educational program as outlined in the school's charter petition

All Students	LEA	- 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs

4) Students will participate in at least one year of Physical Education throughout their high school career

All Students	LEA	School will offer at least one Physical Education course offering

5) Students will participate in at least 1 visual and performing art elective (e.g., drama, music) throughout their high school career

All Students	LEA	School will offer at least one visual and performing art (VAPA) elective

6) School facilities are maintained in good repair

All Students	LEA	90% in good or exemplar repair

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Human Resources: • Green Dot Human Resources reviews teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained • Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements • Green Dot is currently working on improved systems / tools to automate employee lifecycle process (HRIS)	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 (Shared Service Allocation/ Unrestricted)
Academic - Curriculum Design: • Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments • Green Dot Education Team and school staff (e.g., administrators, teachers) will be engaged in curriculum development via surveys, professional development and working groups • Serving on the Green Dot Curriculum Review Team is a leadership position across the district	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$28,000 (Books, Educational Materials & Supplies)

which provides teachers the opportunity to participate in feedback on curriculum and assessments • Textbooks and classroom materials are tracked using online system to ensure access for all students			
Academic – Interim Assessments: • Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year • Interim assessments align to Common Core standards and are available for all core teachers • Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year • Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24,264 (Books, Educational Materials & Supplies)
Academic – Master Scheduling & Staffing: • Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year • Master schedule reflects an emphasis on A-G curriculum and provides appropriate interventions for ELA and Math • Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes • The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)	LEA	__ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$154,948 (Salaries - Teachers & Administra-tors)

Operations: • Annual facility inspections will be conducted by Green Dot Operations staff • Regular facility inspections and audits will be conducted by school staff and Facilities team • School maintenance and repairs will be provided by Green Dot Operations staff and external vendors	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$110,140 (Custodial & Facilities Maintenance)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

1) Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching

All Students	LEA	100% compliant

2) Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petition

All Students	LEA	100% of ELA and Math teachers will use standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks

3) Students will have access to the educational program as outlined in the school's charter petition

All Students	LEA	- 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs

4) Students will participate in at least one year of Physical Education throughout their high school career

All Students	LEA	School will offer at least one Physical Education course offering

5) Students will participate in at least 1 visual and performing art elective (e.g., drama, music) throughout their high school career

All Students	LEA	School will offer at least one visual and performing art (VAPA) elective

6) School facilities are maintained in good repair

All Students	LEA	90% in good or exemplar repair

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Human Resources: • Green Dot Human Resources reviews teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained • Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements • Green Dot is currently working on improved systems / tools to automate employee lifecycle process (HRIS)	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,200 (Shared Service Allocation/ Unrestricted)
Academic - Curriculum Design: • Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments • Green Dot Education Team and school staff (e.g., administrators, teachers) will be engaged in curriculum development via surveys, professional development and working groups • Serving on the Green Dot Curriculum Review Team is a leadership position across the district which provides teachers the opportunity to participate in feedback on curriculum and assessments • Textbooks and classroom materials are tracked using online system to ensure access for all	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$28,560 (Books, Educational Materials & Supplies)

students			
Academic – Interim Assessments: • Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year • Interim assessments align to Common Core standards and are available for all core teachers • Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year • Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$24,750 (Books, Educational Materials & Supplies)
Academic – Master Scheduling & Staffing: • Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year • Master schedule reflects an emphasis on A-G curriculum and provides appropriate interventions for ELA and Math • Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes • The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)	LEA	__ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$158,047 (Salaries - Teachers & Administra-tors)
Operations: • Annual facility inspections will be conducted by Green Dot Operations staff • Regular facility inspections and audits will be conducted by school staff and Facilities team • School maintenance and repairs will be provided by Green Dot Operations staff and external vendors	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$112,343 (Custodial & Facilities Maintenance)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

1) Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching

All Students	LEA	100% compliant

2) Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petition

All Students	LEA	100% of ELA and Math teachers will use standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks

3) Students will have access to the educational program as outlined in the school's charter petition

All Students	LEA	- 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs

4) Students will participate in at least one year of Physical Education throughout their high school career

All Students	LEA	School will offer at least one Physical Education course offering

5) Students will participate in at least 1 visual and performing art elective (e.g., drama, music) throughout their high school career

All Students	LEA	School will offer at least one visual and performing art (VAPA) elective

6) School facilities are maintained in good repair

All Students	LEA	90% in good or exemplar repair

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

Human Resources: • Green Dot Human Resources reviews teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained • Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements • Green Dot is currently working on improved systems / tools to automate employee lifecycle process (HRIS)	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,404 (Shared Service Allocation/ Unrestricted)
Academic - Curriculum Design: • Curriculum Directors and Curriculum Specialists developed the ELA and Math "Course at a Glance" materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments • Green Dot Education Team and school staff (e.g., administrators, teachers) will be engaged in curriculum development via surveys, professional development and working groups • Serving on the Green Dot Curriculum Review Team is a leadership position across the district which provides teachers the opportunity to participate in feedback on curriculum and assessments • Textbooks and classroom materials are tracked using online system to ensure access for all students	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$29,131 (Books, Educational Materials & Supplies)

Academic – Interim Assessments: • Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year • Interim assessments align to Common Core standards and are available for all core teachers • Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year • Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,245 (Books, Educational Materials & Supplies)
Academic – Master Scheduling & Staffing: • Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year • Master schedule reflects an emphasis on A-G curriculum and provides appropriate interventions for ELA and Math • Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes • The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher)	LEA	__ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$161,208 (Salaries - Teachers & Administra-tors)
Operations: • Annual facility inspections will be conducted by Green Dot Operations staff • Regular facility inspections and audits will be conducted by school staff and Facilities team • School maintenance and repairs will be provided by Green Dot Operations staff and external vendors	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$114,590 (Custodial & Facilities Maintenance)

GOAL:	Proficiency for All	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	• To increase the percent of students who score Level 3 and above on the SBAC assessment • To increase school Academic Performance Index (“API”) performance • To increase the percent of English Learners who achieve full English language proficiency • To increase the percent of English Learners (“EL”) students who make progress toward English proficiency	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students, Applicable Subgroups	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

7) Increase the percent of students scoring Level 3 and above on SBAC ELA assessments

All Students	LEA	Greater than 58%
Low Income	LEA	Greater than 58%
Latino	LEA	Greater than 58%

8) Increase the percent of students scoring Level 3 and above on SBAC Math assessments

All Students	LEA	Greater than 13%
Low Income	LEA	Greater than 13%
Latino	LEA	Greater than 13%

9) School will meet the annual API Growth Target or equivalent

All Students & Applicable Subgroups	LEA	Meet or Exceed Growth Target

10) Increase the percent of EL students who reclassify as Fully English Proficient

English Learner	LEA	34% +/- 5%

11) Increase the percent of EL students scoring who show improvement on the California English Language Development Test (“CELDT”) annual assessment

English Learner	LEA	59% +/- 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Curriculum, Resources and Materials to Support	LEA	_X_ALL	$26,400

Student Subgroups: • ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs • Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards		---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(Books, Educational Materials & Supplies) and See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" for Applicable LCAP Year
EL Students: • Appropriate ELD courses are offered based on student needs (sheltered or ELD) • An EL resources page is online to support teachers • EL Leads on each campus comprise the GD EL Steering Committee which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program • A Literacy dashboard is used to monitor CELDT scores, student performance in ELA classes and Lexile growth	LEA	__ALL ---------- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year
SPED Students: • Students that have Individualized Education Plan will receive educational services in the Least Restrictive environment per the designation of this plan	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) Special Education	$35,100 (Education Services) and See Expenditures in Provide for Basic Services, "Academic -

			Master Schedule" for Applicable LCAP Year
High Achieving Students: • Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives, Honors and Advanced Placement courses	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year
Credit Recovery: • Credit recovery and/or summer school is offered to support students in need of recouping credit • Credit recovery may be offered through a blended learning model, allowing students a personalized learning experience	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" and

			See Expenditures in Proficiency for All, "Curriculum, Resources and Materials to Support Student Subgroups" for Applicable LCAP Year
Professional Development: • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development will be provided to all teachers on the Common Core literacy standards • Professional development will be provided to core content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies • Professional development will be provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students • Professional development will be provided to all teachers around identifying their Special Education students and accommodations and modifications to ensure that students receive appropriate supports	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,560 (Employee Development & Educational Support) and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year
Interim Assessments: • Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners	See Expenditures in Provide for Basic

• Mock performance tasks are given in both ELA and Math to prepare students for the CA MAPP • Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to the structure and format of the CA MAPP		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Services, "Interim Assessment" for Applicable LCAP Year
Test Preparation: • School will incorporate CAHSEE prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessment in March • Mock CAHSEE exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs • Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Interim Assessment" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

7) Increase the percent of students scoring Level 3 and above on SBAC ELA assessments

All Students & Applicable Subgroups	LEA	Greater than previous year

8) Increase the percent of students scoring Level 3 and above on SBAC Math assessments

All Students & Applicable Subgroups	LEA	Greater than previous year

9) School will meet the annual API Growth Target or equivalent

All Students & Applicable Subgroups	LEA	Meet or Exceed Growth Target

10) Increase the percent of EL students who reclassify as Fully English Proficient

English Learner	LEA	Prior Year Actuals +/- 5%

11) Increase the percent of EL students scoring who show improvement on the California English Language Development Test ("CELDT") annual assessment

English Learner	LEA	Prior Year Actuals +/- 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Curriculum, Resources and Materials to Support Student Subgroups: • ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs • Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$26,928 (Books, Educational Materials & Supplies) and See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" for Applicable LCAP Year
EL Students: • Appropriate ELD courses are offered based on student needs (sheltered or ELD) • An EL resources page is online to support teachers • EL Leads on each campus comprise the GD EL Steering Committee which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program • A Literacy dashboard is used to monitor CELDT scores, student performance in ELA classes and Lexile growth	LEA	__ALL ---------- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year
SPED Students:	LEA	_X_ALL	$35,802

• Students that have Individualized Education Plan will receive educational services in the Least Restrictive environment per the designation of this plan		---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) Special Education	(Education Services) and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year
High Achieving Students: • Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives, Honors and Advanced Placement courses	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year
Credit Recovery: • Credit recovery and/or summer school is offered to support students in need of recouping credit • Credit recovery may be offered through a blended learning model, allowing students a personalized learning experience	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for

			Basic Services, "Academic - Master Schedule" and See Expenditures in Proficiency for All, "Curriculum, Resources and Materials to Support Student Subgroups" for Applicable LCAP Year
Professional Development: • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development will be provided to all teachers on the Common Core literacy standards • Professional development will be provided to core content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies • Professional development will be provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students • Professional development will be provided to all teachers around identifying their Special Education students and accommodations and modifications to ensure that students receive appropriate supports	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,711 (Employee Development & Educational Support) and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year

Interim Assessments: • Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes • Mock performance tasks are given in both ELA and Math to prepare students for the CA MAPP • Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to the structure and format of the CA MAPP	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Interim Assessment" for Applicable LCAP Year
Test Preparation: • School will incorporate CAHSEE prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessment in March • Mock CAHSEE exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs • Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Interim Assessment" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	7) Increase the percent of students scoring Level 3 and above on SBAC ELA assessments		
	All Students & Applicable Subgroups	LEA	Greater than previous year
	8) Increase the percent of students scoring Level 3 and above on SBAC Math assessments		
	All Students & Applicable Subgroups	LEA	Greater than previous year
	9) School will meet the annual API Growth Target or equivalent		
	All Students & Applicable Subgroups	LEA	Meet or Exceed Growth Target

10) Increase the percent of EL students who reclassify as Fully English Proficient

English Learner	LEA	Prior Year Actuals +/- 5%

11) Increase the percent of EL students scoring who show improvement on the California English Language Development Test ("CELDT") annual assessment

English Learner	LEA	Prior Year Actuals +/- 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Curriculum, Resources and Materials to Support Student Subgroups: • ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs • Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to Common Core standards	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$27,467 (Books, Educational Materials & Supplies) and See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" for Applicable LCAP Year
EL Students: • Appropriate ELD courses are offered based on student needs (sheltered or ELD) • An EL resources page is online to support teachers • EL Leads on each campus comprise the GD EL Steering Committee which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program • A Literacy dashboard is used to monitor CELDT scores, student performance in ELA classes and Lexile growth	LEA	__ALL ---------- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for

			Applicable LCAP Year
SPED Students: • Students that have Individualized Education Plan will receive educational services in the Least Restrictive environment per the designation of this plan	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) Special Education	$36,518 (Education Services) and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year
High Achieving Students: • Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives, Honors and Advanced Placement courses	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Academic - Curriculum Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year
Credit Recovery: • Credit recovery and/or summer school is offered to support students in need of recouping credit • Credit recovery may be offered through a blended learning model, allowing students a personalized learning experience	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Academic - Curriculum

			Design" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" and See Expenditures in Proficiency for All, "Curriculum, Resources and Materials to Support Student Subgroups" for Applicable LCAP Year
Professional Development: • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development will be provided to all teachers on the Common Core literacy standards • Professional development will be provided to core content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies • Professional development will be provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students • Professional development will be provided to all	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,865 (Employee Development & Educational Support) and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year

teachers around identifying their Special Education students and accommodations and modifications to ensure that students receive appropriate supports			
Interim Assessments: • Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes • Mock performance tasks are given in both ELA and Math to prepare students for the CA MAPP • Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to the structure and format of the CA MAPP	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Interim Assessment" for Applicable LCAP Year
Test Preparation: • School will incorporate CAHSEE prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessment in March • Mock CAHSEE exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs • Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Interim Assessment" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year

GOAL:	Prepared for college, leadership and life	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	• To increase the percent of students who complete high school prepared for college, leadership and life • To increase the percent of students demonstrating college preparedness pursuant to the Early Assessment Program ("EAP") • To maintain a low high school dropout rate	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students, Applicable Subgroups	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

12) Increase the percent of graduates that successfully complete A-G course requirements

All Students	LEA	Greater than 47%
Low Income	LEA	Greater than 47%
Latino	LEA	Greater than 47%

13) Increase the percent of graduating students who take Advanced Placement ("AP") exams and earn at least one passing score of 3 or above

All Students	LEA	Greater than 61%
Low Income	LEA	Greater than 63%
Latino	LEA	Greater than 61%

14) Increase EAP passage rates – ELA

All Students	LEA	Greater than 11%
Low Income	LEA	Greater than 11%
Latino	LEA	Greater than 11%

15) Increase EAP passage rates – Math

All Students	LEA	Greater than 1%
Low Income	LEA	Greater than 1%
Latino	LEA	Greater than 1%

16) School will maintain low cohort dropout rates

All Students	LEA	Lower than 8%
Low Income	LEA	Lower than 8%
Latino	LEA	Lower than 8%
English Learner	LEA	Lower than 10%
Special Education	LEA	Lower than 8%

17) Increase graduation rate

All Students	LEA	Greater than 85%
Low Income	LEA	Greater than 85%
Latino	LEA	Greater than 85%
English Learner	LEA	Greater than 85%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Curriculum: • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • A recommended application process is provided to all schools to ensure that all students have access to AP courses • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year
Professional Development: • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Proficiency for All, "Professional Development" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable

			LCAP Year
Counseling: • School has two counselors who provide academic and college counseling • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$149,947 (Salaries - Counselors)
Test Preparation: • Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams • All actions to prepare students for CA MAPP in ELA and Math will contribute to student college readiness scores used for EAP • All high schools incorporate SAT/ACT Prep into the school day for 11th grade students to ensure students are adequately prepared for the exam in the spring	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Interim Assessment" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year
Parent Involvement: • Progress reports are sent home quarterly to inform students and parents of academic progress in each course • Parent workshops educate parents on graduation requirements and how to best support their students	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$117,318 (Salaries - Office Staff)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	12) Increase the percent of graduates that successfully complete A-G course requirements		
	All Students	LEA	Greater than Prior Year Actuals
	Low Income	LEA	Greater than Prior Year Actuals
	Latino	LEA	Greater than Prior Year Actuals

13) Increase the percent of graduating students who take Advanced Placement ("AP") exams and earn at least one passing score of 3 or above

All Students	LEA	Greater than Prior Year Actuals
Low Income	LEA	Greater than Prior Year Actuals
Latino	LEA	Greater than Prior Year Actuals

14) Increase EAP passage rates – ELA

All Students & Applicable Subgroups	LEA	Greater than Prior Year Actuals

15) Increase EAP passage rates – Math

All Students & Applicable Subgroups	LEA	Greater than Prior Year Actuals

16) School will maintain low cohort dropout rates

All Students	LEA	Lower than Prior Year Actuals
Low Income	LEA	Lower than Prior Year Actuals
Latino	LEA	Lower than Prior Year Actuals
English Learner	LEA	Lower than Prior Year Actuals

17) Increase graduation rate

All Students	LEA	Greater than 85%
Low Income	LEA	Greater than 85%
Latino	LEA	Greater than 85%
English Learner	LEA	Greater than 85%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Curriculum: • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • A recommended application process is provided to all schools to ensure that all students have access to AP courses • All students take an Advisory course (9-12)	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year

which provides individualized academic consultancy and a review of graduation progress			
Professional Development: • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Proficiency for All, "Professional Development" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year
Counseling: • School has two counselors who provide academic and college counseling • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$152,946 (Salaries - Counselors)
Test Preparation: • Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams • All actions to prepare students for CA MAPP in ELA and Math will contribute to student college readiness scores used for EAP • All high schools incorporate SAT/ACT Prep into the school day for 11th grade students to ensure students are adequately prepared for the exam in the spring	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Interim Assessment" and See Expenditures in Provide for Basic Services, "Academic - Master

			Schedule" for Applicable LCAP Year
Parent Involvement: • Progress reports are sent home quarterly to inform students and parents of academic progress in each course • Parent workshops educate parents on graduation requirements and how to best support their students	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$119,665 (Salaries - Office Staff)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

12) Increase the percent of graduates that successfully complete A-G course requirements

All Students	LEA	Greater than Prior Year Actuals
Low Income	LEA	Greater than Prior Year Actuals
Latino	LEA	Greater than Prior Year Actuals

13) Increase the percent of graduating students who take Advanced Placement ("AP") exams and earn at least one passing score of 3 or above

All Students	LEA	Greater than Prior Year Actuals
Low Income	LEA	Greater than Prior Year Actuals
Latino	LEA	Greater than Prior Year Actuals

14) Increase EAP passage rates – ELA

All Students & Applicable Subgroups	LEA	Greater than Prior Year Actuals

15) Increase EAP passage rates – Math

All Students & Applicable Subgroups	LEA	Greater than Prior Year Actuals

16) School will maintain low cohort dropout rates

All Students	LEA	Lower than Prior Year Actuals
Low Income	LEA	Lower than Prior Year Actuals
Latino	LEA	Lower than Prior Year Actuals
English Learner	LEA	Lower than Prior Year Actuals

17) Increase graduation rate

All Students	LEA	Greater than 85%
Low Income	LEA	Greater than 85%
Latino	LEA	Greater than 85%
English Learner	LEA	Greater than 85%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Curriculum: • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • A recommended application process is provided to all schools to ensure that all students have access to AP courses • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year
Professional Development: • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Proficiency for All, "Professional Development" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year
Counseling: • School has two counselors who provide academic and college counseling • Students in the 11th and 12th grades have individual meetings with their counselors to	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$156,005 (Salaries - Counselors)

track graduation progress and develop plans for credit recovery as needed		__Other Subgroups:(Specify)_____	
Test Preparation: • Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams • All actions to prepare students for CA MAPP in ELA and Math will contribute to student college readiness scores used for EAP • All high schools incorporate SAT/ACT Prep into the school day for 11th grade students to ensure students are adequately prepared for the exam in the spring	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Interim Assessment" and See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year
Parent Involvement: • Progress reports are sent home quarterly to inform students and parents of academic progress in each course • Parent workshops educate parents on graduation requirements and how to best support their students	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$122,058 (Salaries - Office Staff)

GOAL:	Focus on school culture	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	• To maintain a high attendance rate • To maintain a low chronic absenteeism rate • To decrease the number of pupil suspensions • To decrease the number of pupil expulsions	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students and Applicable Subgroups	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

18) School will maintain a high Average Daily Attendance ("ADA") rate

All Students	LEA	90% or more
Low Income	LEA	90% or more
Latino	LEA	90% or more
English Learner	LEA	90% or more
Special Education	LEA	90% or more

19) School will decrease student chronic absenteeism rate

All Students	LEA	Lower than 6%
Low Income	LEA	Lower than 6%
Latino	LEA	Lower than 6%
English Learner	LEA	Lower than 7%
Special Education	LEA	Lower than 7%

20) School will decrease suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less

All Students	LEA	Maintain 5% or less
Low Income	LEA	Maintain 5% or less
Latino	LEA	Maintain 5% or less
English Learner	LEA	Lower than 15%
Special Education	LEA	Lower than 10%

21) School will maintain a low annual expulsion rate

All Students	LEA	Lower than 0.5%

	Low Income	LEA	Lower than 0.5%
	Latino	LEA	Lower than 0.5%
	English Learner	LEA	Lower than 0.5%
	Special Education	LEA	Lower than 0.5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attendance: • Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) • Office staff communicates daily with parents to inform them of student absences and/or tardies • School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed • Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and/or possible referral to the judicial system	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year
Safe & Civil Team: • School has a Safe & Civil team (designated group of teachers) charged with analyzing data, developing professional development and supporting school-wide policies to create a safe and civil environment for staff and students • The Safe & Civil team meets bi-monthly and attends four trainings per year provided by the Safe & Civil Schools program • A Safe & Civil dashboard has been created to provide schools with timely data that is used to inform professional development on campus • Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Proficiency for All, "Professional Development" and Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year
Response to Intervention/Multi-Tier Systems of Support: • Green Dot has a comprehensive Response to	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners	$75,694 (Salaries - Mental Health Staff)

Intervention model to support student with both academic and behavioral interventions		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Discipline Policy and Matrix: • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

18) School will maintain a high Average Daily Attendance ("ADA") rate

All Students	LEA	90% or more
Low Income	LEA	90% or more
Latino	LEA	90% or more
English Learner	LEA	90% or more
Special Education	LEA	90% or more

19) School will decrease student chronic absenteeism rate

All Students	LEA	Lower than Prior Year Actuals
Low Income	LEA	Lower than Prior Year Actuals
Latino	LEA	Lower than Prior Year Actuals
English Learner	LEA	Lower than Prior Year Actuals
Special Education	LEA	Lower than Prior Year Actuals

20) School will decrease suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less

All Students	LEA	Lower than Prior Year Actuals or maintain 5% or less
Low Income	LEA	Lower than Prior Year Actuals or maintain 5% or less
Latino	LEA	Lower than Prior Year Actuals or maintain 5% or less
English Learner	LEA	Lower than Prior Year Actuals or

		maintain 5% or less
Special Education	LEA	Lower than Prior Year Actuals or maintain 5% or less

21) School will maintain a low annual expulsion rate

All Students	LEA	Lower than 0.5%
Low Income	LEA	Lower than 0.5%
Latino	LEA	Lower than 0.5%
English Learner	LEA	Lower than 0.5%
Special Education	LEA	Lower than 0.5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attendance: • Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) • Office staff communicates daily with parents to inform them of student absences and/or tardies • School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed • Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and/or possible referral to the judicial system	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year
Safe & Civil Team: • School has a Safe & Civil team (designated group of teachers) charged with analyzing data, developing professional development and supporting school-wide policies to create a safe and civil environment for staff and students • The Safe & Civil team meets bi-monthly and attends four trainings per year provided by the Safe & Civil Schools program • A Safe & Civil dashboard has been created to provide schools with timely data that is used to inform professional development on campus • Green Dot Education Team is actively	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Proficiency for All, "Professional Development" and Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year

supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses			
Response to Intervention/Multi-Tier Systems of Support: • Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$77,208 (Salaries - Mental Health Staff)
Discipline Policy and Matrix: • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

18) School will maintain a high Average Daily Attendance (“ADA”) rate

All Students	LEA	90% or more
Low Income	LEA	90% or more
Latino	LEA	90% or more
English Learner	LEA	90% or more
Special Education	LEA	90% or more

19) School will decrease student chronic absenteeism rate

All Students	LEA	Lower than Prior Year Actuals
Low Income	LEA	Lower than Prior Year Actuals
Latino	LEA	Lower than Prior Year Actuals
English Learner	LEA	Lower than Prior Year Actuals
Special Education	LEA	Lower than Prior Year Actuals

20) School will decrease suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less

All Students	LEA	Lower than Prior Year Actuals or maintain 5% or less
Low Income	LEA	Lower than Prior Year Actuals or maintain 5% or less
Latino	LEA	Lower than Prior Year Actuals or maintain 5% or less
English Learner	LEA	Lower than Prior Year Actuals or maintain 5% or less
Special Education	LEA	Lower than Prior Year Actuals or maintain 5% or less

21) School will maintain a low annual expulsion rate

All Students	LEA	Lower than 0.5%
Low Income	LEA	Lower than 0.5%
Latino	LEA	Lower than 0.5%
English Learner	LEA	Lower than 0.5%
Special Education	LEA	Lower than 0.5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attendance: • Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) • Office staff communicates daily with parents to inform them of student absences and/or tardies • School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed • Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and/or possible referral to the judicial system	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year

Safe & Civil Team: • School has a Safe & Civil team (designated group of teachers) charged with analyzing data, developing professional development and supporting school-wide policies to create a safe and civil environment for staff and students • The Safe & Civil team meets bi-monthly and attends four trainings per year provided by the Safe & Civil Schools program • A Safe & Civil dashboard has been created to provide schools with timely data that is used to inform professional development on campus • Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Proficiency for All, "Professional Development" and Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year
Response to Intervention/Multi-Tier Systems of Support: • Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$78,753 (Salaries - Mental Health Staff)
Discipline Policy and Matrix: • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Provide for Basic Services, "Academic - Master Schedule" for Applicable LCAP Year

GOAL:	Parent, Student and Community Engagement	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	• To provide opportunities for parental input in school site decisions • To provide opportunities for parental participation in school events and programs • To increase the sense of safety and school connectedness	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students and Applicable Subgroups	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

22) At least 2 parents will serve on the School Advisory Council ("SAC")

All Students	LEA	At least 2 parents will serve on the SAC

23) At least 2 parent activities or events will be held per semester

All Students	LEA	At least 2 parent activities or events will be held per semester

24) Students, families and the school community will feel a sense of connectedness

All Students	LEA	School will receive at least an 80% score on the Survey Question: "Would you recommend this school to a friend?" on the Green Dot Family survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent Engagement and Participation: • Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC) • Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data • School has a Parent Coordinator whose responsibilities includes planning activities and	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year

managing communications with parents/guardians • Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education • School offers parent workshops to engage parents in the educational process			
Communications: • School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system • School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community • School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year
Community Partnerships: • School looks to engage the community through partnerships that can provide services to families both on and off campus	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	22) At least 2 parents will serve on the School Advisory Council ("SAC")		
	All Students	LEA	At least 2 parents will serve on the SAC

23) At least 2 parent activities or events will be held per semester

All Students	LEA	At least 2 parent activities or events will be held per semester

24) Students, families and the school community will feel a sense of connectedness

All Students	LEA	School will receive at least an 80% score on the Survey Question: “Would you recommend this school to a friend?” on the Green Dot Family survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent Engagement and Participation: • Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC) • Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data • School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians • Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students’ education • School offers parent workshops to engage parents in the educational process	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year
Communications: • School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system • School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community • School administers an annual family survey to garner feedback from parents on all aspects of	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year

the school including teacher performance, school safety and stakeholder satisfaction • School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year			
Community Partnerships: • School looks to engage the community through partnerships that can provide services to families both on and off campus	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

22) At least 2 parents will serve on the School Advisory Council ("SAC")

All Students	LEA	At least 2 parents will serve on the SAC

23) At least 2 parent activities or events will be held per semester

All Students	LEA	At least 2 parent activities or events will be held per semester

24) Students, families and the school community will feel a sense of connectedness

All Students	LEA	School will receive at least an 80% score on the Survey Question: "Would you recommend this school to a friend?" on the Green Dot Family survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent Engagement and Participation: • Green Dot School Advisory Council bylaws	LEA	_X_ALL ----------	See Expenditures

ensure two parents are elected to the serve on the School Advisory Council (SAC) • Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data • School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians • Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education • School offers parent workshops to engage parents in the educational process		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year
Communications: • School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system • School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community • School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable LCAP Year
Community Partnerships: • School looks to engage the community through partnerships that can provide services to families both on and off campus	LEA	_X_ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Expenditures in Prepared for College, Leadership and Life, "Parent Involvement" for Applicable

			LCAP Year

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:	Provide for Basic Services 1) Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: LEA
	Applicable Pupil Subgroups: All Students

Expected Annual Measurable Outcomes:	100% Compliant	Actual Annual Measurable Outcomes:	93%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• All teacher candidates screened for employment will hold valid a CA Teaching Credential with appropriate EL authorization • Green Dot Human Resources department will regularly review credential status • Administrators will check teacher credentials before developing the school's master schedule	$10,000 (Shared Service Allocation & Personnel-Administrator)	• Green Dot Human Resources reviews teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained • Green Dot Human Resources works with employees on appropriate renewals for credentials and other requirements	$10,000 (Shared Service Allocation/ Unrestricted)
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	School will collaborate with HR department to ensure all current hires have met requirements and any new hires are highly qualified/credentialed before the next school year. Receive school master schedules before beginning of year. Interim/ST staff permits are issued on an exception basis

Original GOAL from prior year LCAP:	Provide for Basic Services 2) Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petition	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	100% of ELA and Math teachers will use standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks	Actual Annual Measurable Outcomes:	100% of teachers have access to online curricular resources via internal platform

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• All ELA and Math "Course at a Glance" materials and curriculum maps will be aligned to CA Common Core State Standards • Green Dot Education Team and school staff (e.g., administrators, teachers) will be engaged in curriculum development • Appropriate allocations will be made for standards-aligned materials in the school budget • School will utilize diagnostic and summative/formative assessment data to determine student placement and academic progress. Instructional materials and strategies will be adopted to meet specific student academic needs	$28,442 (Textbook)	• Curriculum Directors and Curriculum Specialists developed the ELA and Math "Course at a Glance" materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments • Green Dot Education Team and school staff (e.g., administrators, teachers) are engaged in curriculum development via surveys, professional development and working groups • Textbooks and classroom materials are tracked using online system to ensure access for all students • Interim assessments align to Common Core standards and are available for all core teachers	$28,442 (Books, Educational Materials & Supplies)
Scope of service: _X_ALL OR:		Scope of service: _X_ALL OR:	

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Original GOAL from prior year LCAP:	Provide for Basic Services 3) Students will have access to the educational program as outlined in the school's charter petition	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	- 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog - Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs	Actual Annual Measurable Outcomes:	100% of courses offered have been approved through the Green Dot course catalog

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Charter School will design its master schedule to meet the needs of all its students • Master schedule will focus on core courses aligned to CCSS and CA content standards, and include Advisory and interventions as needed • Teachers will be provided with differentiated professional development focused on effective instructional practices and coaching to ensure that they can effectively implement standards-aligned curriculum	$28,900 (Personnel-Administrator & Professional Development)	• Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year • Master schedule reflects an emphasis on A-G curriculum and provides appropriate interventions for ELA and Math • Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed	$29,600 (Salaries - Administrators)

Scope of service:		Scope of service:	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Original GOAL from prior year LCAP:	Provide for Basic Services 4) Students will participate in at least one year of Physical Education throughout their high school career	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X 8_X_ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	School will offer at least one Physical Education course offering	Actual Annual Measurable Outcomes:	1 class

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Administrators and counselors will assess student needs to inform master schedule • School will employ at least 1 teacher credentialed to teach PE	$62,505 (Personnel & Personnel-Administrator)	• School has hired appropriate PE staffing based on master schedule needs	$56,742 (Salaries - Teachers)
Scope of service:		Scope of service:	

_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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

Original GOAL from prior year LCAP:	Provide for Basic Services 5) Students will participate in at least 1 visual and performing art elective (e.g., drama, music) throughout their high school career		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	School will offer at least one visual and performing art (VAPA) elective	Actual Annual Measurable Outcomes:	3 classes

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Administrators and counselors will assess student needs to inform master schedule • School will employ at least 1 teacher credentialed to teach VAPA elective	$62,505 (Personnel & Personnel-Administrator)	• School has hired appropriate VAPA staffing based on master schedule needs	$56,742 (Salaries - Teachers)
Scope of service:		Scope of service:	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English	

proficient __Other Subgroups:(Specify)_____		proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Original GOAL from prior year LCAP:	Provide for Basic Services 6) School facilities are maintained in good repair		Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	90% in good or exemplar repair	Actual Annual Measurable Outcomes:	95%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Daily general cleaning by custodial staff will maintain campus cleanliness • Regular facility inspections and audits will screen for safety hazards • Coordinate school maintenance and repairs with Green Dot Operations staff and external providers, as appropriate	$90,000 (Housekeeping)	• Annual facility inspections by Green Dot Operations staff • Regular facility inspections and audits by school staff and Facilities team • School maintenance and repairs provided by Green Dot Operations staff and external providers	$92,803 (Custodial & Facilities Maintenance)
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other	

Subgroups:(Specify)_____		Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Original GOAL from prior year LCAP:	Proficiency for All 7) Increase number of students scoring Proficient and above on SBAC ELA assessments (benchmark to be established in 2014-15)	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All and Applicable Subgroups	
Expected Annual Measurable Outcomes:	2014-15 Benchmark	Actual Annual Measurable Outcomes:

All	58%
Low Income	58%
Latino	58%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• All classroom instruction will be conducive to student learning in adequate learning environments • Students will have access to appropriate CCSS/CA content standards aligned instructional materials • Teachers will be provided with differentiated professional development focused on effective instructional practices and coaching to ensure that they can effectively implement a standards-aligned curriculum • Classroom instruction will incorporate testing strategies in preparation for the CA MAPP • Formative and summative assessments will be used to measure student learning in core	$100,865 (Textbook & Teachers' Salaries)	• Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development has been provided to all teachers on the Common Core literacy standards • Professional development has been provided to core content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies • Green Dot interim assessments are aligned to	$103,224 (Unrestricted and Books, Educational Materials & Supplies)

subject areas		both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP	
Scope of service:		Scope of service:	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Original GOAL from prior year LCAP:	Proficiency for All 8) Increase number of students scoring Proficient and above on SBAC Math assessments (benchmark to be established in 2014-15)	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students and Applicable Subgroups	
Expected Annual Measurable Outcomes:	2014-15 Benchmark	Actual Annual Measurable Outcomes:

All	13%
Low Income	13%
Latino	13%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• All classroom instruction will be conducive to student learning in adequate learning environments • Students will have access to appropriate CCSS/CA content standards aligned	See Budgeted Goal 7	• Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development has been provided to all teachers on the Common Core literacy	See Expenditures in Goal 7

instructional materials • Teachers will be provided with differentiated professional development focused on effective instructional practices and coaching to ensure that they can effectively implement a standards-aligned curriculum • Classroom instruction will incorporate testing strategies in preparation for the CA MAPP • Formative and summative assessments will be used to measure student learning in core subject areas		standards • Professional development has been provided to core content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies • Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP • Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to common core standards	
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Original GOAL from prior year LCAP:	Proficiency for All 9) School will meet the annual API Growth Target or equivalent	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students and Applicable Subgroups		
Expected	Meet or exceed growth target	Actual Annual	N/A

Annual Measurable Outcomes:		Measurable Outcomes:	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• All classroom instruction will be conducive to student learning in adequate learning environments • Students will have access to appropriate CCSS/CA content standards aligned instructional materials • Teachers will be provided with differentiated professional development focused on effective instructional practices and coaching to ensure that they can effectively implement a standards-aligned curriculum • Classroom instruction will incorporate testing strategies in preparation for the CA MAPP • Formative and summative assessments will be used to measure student learning in core subject areas	See Budgeted Goal 7	See Goal 7 and 8 • School incorporates CAHSEE prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessment in March • Mock CAHSEE exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs • ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs	See Expenditures in Goal 7
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	API was not calculated since the 2012-13 school year.

Original GOAL from prior year LCAP:	Proficiency for All 10) Increase number of EL students who reclassify as Fully English Proficient	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA
	Applicable Pupil Subgroups:	English Learner

Expected Annual Measurable Outcomes:	23.9%	Actual Annual Measurable Outcomes:	13%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Annual CELDT results will be tracked • Based on student needs, EL students will receive differentiated support, which could include in-class instructional support, 1-on-1 teacher support and/or small group instruction • Teachers will use SDAIE and ELD instructional strategies • Teachers will be provided with ELD professional development • The campus Instructional Leadership Team and District English Learner Advisory Committee will review the progress of EL students twice per year to make recommendations for program supports, student placement, individual student supports • The Green Dot Education Team will review progress of ELD students once per year at a program review	$62,505 (Teacher Salaries, Personnel & Professional Development)	• A Literacy dashboard was created to monitor CELDT scores, student performance in ELA classes and Lexile growth • Appropriate ELD courses are offered based on student needs (sheltered or ELD) • Professional development is provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students • An online EL resources page was created to support teachers • The School's EL Lead is part of the Green Dot EL Steering Committee, which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program	$56,742 (Salaries - Teachers)
Scope of service: __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English		Scope of service: __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English	

proficient __Other Subgroups:(Specify)_____		proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The school will work with the Green Dot EL Coordinator on targeting Intermediate and Early Advanced EL students through staff professional development on SDAIE strategies and EL student identification. This calculation was updated to measure EL students' performance on the CELDT to see if the supports in questions are sufficient for students to pass the test at an English Proficient level. Moving forward, data from the 2015-16 school year is benchmark data.

Original GOAL from prior year LCAP:	Proficiency for All 11) Increase number of EL students scoring “Early Advanced” and “Advanced” on the California English Language Development Test (“CELDT”) annual assessment		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: English Learner		
Expected Annual Measurable Outcomes:	43%	Actual Annual Measurable Outcomes:	38%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Annual CELDT results will be tracked • Based on student needs, EL students will receive differentiated support, which could include in-class instructional support, 1-on-1 teacher support and/or small group instruction • Teachers will use SDAIE and ELD instructional strategies • Teachers will be provided with ELD professional development • The campus Instructional Leadership Team and District English Learner Advisory Committee will review the progress of EL	See Budgeted Goal 10	• A Literacy dashboard was created to monitor CELDT scores, student performance in ELA classes and Lexile growth • Appropriate ELD courses are offered based on student needs (sheltered or ELD) • Professional development is provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students • An online EL resources page was created to support teachers • The School’s EL Lead is part of the Green Dot	See Expenditures in Goal 10

students twice per year to make recommendations for program supports, student placement, individual student supports • The Green Dot Education Team will review progress of ELD students once per year at a program review		EL Steering Committee, which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program	
Scope of service: __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The school will work with the Green Dot EL Coordinator on targeting Intermediate and Early Advanced EL students through staff professional development on SDAIE strategies and EL student identification. This goal was updated in the 3 Year LCAP to track the progress of students at each level of the CELDT to determine whether individual students are showing progress, which is defined as improving by at least one overall performance band in each annual test. Moving forward, data from the 2015-16 school year is benchmark data.

Original GOAL from prior year LCAP:	Prepared for College, Leadership and Life 12) Increase number of students that successfully complete A-G course requirements	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA
	Applicable Pupil Subgroups:	All Students and Applicable Subgroups

Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:		
	All	43%		All	47%
	Low Income	43%		Low Income	47%
	Latino	43%		Latino	47%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual

			Expenditures
• Students will be offered a comprehensive set of A-G courses from the Green Dot High School Course Catalog • Students will meet with counselors to identify an A-G pathway suited to their needs • Course curriculum and supports will be aligned to AP coursework	$141,674 (Salaries - Counselors)	• Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • School has two counselors who provide academic and college counseling • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress	$141,676 (Salaries - Counselors)
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Original GOAL from prior year LCAP:	Prepared for College, Leadership and Life 13) Increase number of graduating students who take Advanced Placement ("AP") exams and earn at least one passing score of 3 or above	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students and Applicable Subgroups	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
All	90%	All	78%
Low Income	90%	Low Income	80%
Latino	90%	Latino	80%

LCAP Year: 2015-16

Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Students will have access to AP classes in English, Math, Science, History and Spanish as determined by their counselor • Teachers may provide additional tutoring/boot camps prior to AP exams	$31,252 (Personnel)	• A recommended application process was provided to all schools to ensure that all students have access to AP courses • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board • Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams	$28,371 (Salaries - Teachers)
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This calculation was updated to more accurately reflect the goal and ensure schools are not penalized for offering additional Advanced Placement courses. Moving forward, the 2015-16 school year is benchmark data.		

Original GOAL from prior year LCAP:	Prepared for College, Leadership and Life 14) Increase EAP passage rates – ELA	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students and Applicable Subgroups	
Expected Annual Measurable Outcomes:	2014-15 Benchmark	Actual Annual Measurable Outcomes:

All	11%
Low Income	11%
Latino	11%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• EAP prep will be incorporated into the 11th grade curriculum • All 11th graders will take EAP exams as part of the A-G pathway	See Expenditures in Goal 12	• All actions to prepare students for CA MAPP in ELA and Math will contribute to student college readiness scores used for EAP	See Expenditures in Goal 7
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The EAP metric is now a part of the California Assessment of Student Progress and Performance (CASPP). The data received in 2015-16 school year will now be the baseline data for growth.

Original GOAL from prior year LCAP:	Prepared for College, Leadership and Life 15) Increase EAP passage rates – Math		Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students and Applicable Subgroups		
Expected Annual Measurable Outcomes:	2014-15 Benchmark	Actual Annual Measurable Outcomes:	All 1% Low Income 1% Latino 1%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

• EAP prep will be incorporated into the 11th grade curriculum • All 11th graders will take EAP exams as part of the A-G pathway	See Budgeted Goal 14	• All actions to prepare students for CA MAPP in ELA and Math will contribute to student college readiness scores used for EAP	See Expenditures in Goal 7
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The EAP metric is now a part of the California Assessment of Student Progress and Performance (CASPP). The data received in 2015-16 school year will now be the baseline data for growth.		

Original GOAL from prior year LCAP:	Prepared for College, Leadership and Life 18) School will maintain low cohort dropout rates	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students and Applicable Subgroups	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
All	Less than 14%	All	8%
Low Income	Less than 14%	Low Income	8%
Latino	Less than 14%	Latino	10%
English Learner	Less than 21%	English Learner	8%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Students will attend regular meetings with their school counselors to discuss pathways and requirements • Counselors will be assigned to all students,	See Expenditures in Goal 12	• School has two counselors who provide academic and college counseling • All students take an Advisory course (9-12) which provides individualized academic	See Expenditures in Goal 12

and will schedule meetings with parents/guardians to assess student progress and interventions as needed • Student intervention after high truancy or absenteeism • Students not meeting the attendance standard will be entered into the SART process		consultancy and a review of graduation progress • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed	
Scope of service:		Scope of service:	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The goal was updated from “18” to “16” in the 2016-17 LCAP to improve fluidity of the document.

Original GOAL from prior year LCAP:	Prepared for College, Leadership and Life 19) Increase graduation rate	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA
	Applicable Pupil Subgroups:	All Students and Applicable Subgroups

Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:		
	All Students	Greater than 85%		All Students	87%
	Low Income	Greater than 85%		Low Income	87%
	Latino	Greater than 85%		Latino	87%
	English Learner	Greater than 85%		English Learner	81%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

• Parents/guardians will be notified of graduation requirements • Counselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as needed • Progress reports will be sent home to parents/guardians; conferences are scheduled when needed • Students not meeting the attendance standard will be entered into the SART process • School will provide access to credit recovery as needed	See Expenditures in Goal 12	• School has two counselors who provide academic and college counseling • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed • Progress reports are sent home quarterly to inform students and parents of academic progress in each course • Parent workshops educate parents on graduation requirements and how to best support their students • Credit recovery and/or summer school is offered to support students in need of recouping credit	See Expenditures in Goal 12
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The school will continue to work with all students to progress monitor towards graduation beginning in the 9th grade. Counselors will do intensive work with 11th and 12th graders to ensure credit recovery options are available and students are on track.		

Original GOAL from prior year LCAP:	Focus on School Culture 16) School will maintain a high Average Daily Attendance ("ADA") rate	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: _____ LEA	

Applicable Pupil Subgroups:	All Students and Applicable Subgroups

Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:		
	All	90% or more		All	97%
	Low Income	90% or more		Low Income	97%
	Latino	90% or more		Latino	97%
	English Learner	90% or more		English Learner	96%
	Special Education	90% or more		Special Education	97%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• School will provide a safe, nurturing and engaging learning environment for all students, including those of the various subgroups enrolled • Parents/guardians and families will be engaged throughout year • School will recognize perfect attendance and students who achieve 95%+ attendance • Students not meeting the attendance standard will be entered into the SART process	$129,339 (Personnel, Events, Security & Postage)	• Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) • Office staff communicates daily with parents to inform them of student absences and/or tardies • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year • School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed	$129,339 (Salaries - Office Staff)
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The goal was updated from “16” to “18” in the 2016-17 LCAP to improve fluidity of the document.

Original	Focus on School Culture	Related State and/or Local Priorities:

GOAL from prior year LCAP:	17) School will decrease student chronic absenteeism rate	1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	LEA
	Applicable Pupil Subgroups:	All Students and Applicable Subgroups

Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:		
	All	Less than 6%		All	6%
	Low Income	Less than 6%		Low Income	6%
	Latino	Less than 6%		Latino	5%
	English Learner	Less than 10%		English Learner	7%
	Special Education	Less than 4%		Special Education	7%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Parents/guardians and students will be informed of school attendance policies specified in the Parent-Student Handbook • Counselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as needed • Student intervention after high truancy or absenteeism • Students not meeting the attendance standard will be entered into the SART process	See Expenditures in Goal 16	• Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) • Office staff communicates daily with parents to inform them of student absences and/or tardies • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year • School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed • Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and/or possible referral to the judicial system	See Expenditures in Goal 16
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	School will continue to utilize the SART process and will provide additional opportunities to engage with families on discipline, academics and attendance in the next school year. The goal was updated from “17” to “19” in the 2016-17 LCAP to improve fluidity of the document.

Original GOAL from prior year LCAP:	Focus on School Culture 22) School will decrease school-wide suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less (number of incidents / enrollment)	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students and Applicable Subgroups	

Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:		
	All	Lower than 8% or maintain 5% or less		All	5%
	Low Income	Lower than 8% or maintain 5% or less		Low Income	5%
	Latino	Lower than 7% or maintain 5% or less		Latino	5%
	English Learner	Lower than 13% or maintain 5% or less		English Learner	15%
	Special Education	Lower than 10% or maintain 5% or less		Special Education	10%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• School will continue its implementation of Safe & Civil strategies, which includes alternatives to suspension such as in-school suspension, lunch detention, Saturday school, etc. • School will promote positive behavior supports • School will implement consistent classroom behavior expectations school-wide • Administrators and the Safe & Civil team will regularly review real-time discipline data and reports	See Budgeted Goal 18	• School has a Safe & Civil team (designated group of teachers) charged with analyzing data, developing professional development and supporting school-wide policies to create a safe and civil environment for staff and students • The Safe & Civil team meets bi-monthly and attends four trainings per year provided by the Safe & Civil Schools program • A Safe & Civil dashboard has been created to provide schools with timely data that is used to	See Expenditures in Goal 12

• Families will be involved in the educational process • School prohibits suspension for willful defiance • Green Dot Education Team will assess Green Dot Suspension and Expulsion policies annually		inform professional development on campus • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses	
Scope of service:		Scope of service:	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The school will be offering a new teacher leadership position, School EL Lead, who will work with the Green Dot EL Coordinator to ensure the school is support EL students on academic and behavioral programs. The suspension rate was 9.9% for students with disabilities.		

Original GOAL from prior year LCAP:	23) School will maintain a low annual expulsion rate	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students and Applicable Subgroups	

Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:		
	All	Lower than prior year or maintain 0%		All	0.0%
	Low Income	Lower than prior year or maintain 0%		Low Income	0.0%
	Latino	Lower than prior year or maintain 0%		Latino	0.0%
	English Learner	Lower than prior year or maintain 0%		English Learner	0.0%
				Special Education	0.0%

	Special Education	Lower than prior year or maintain 0%		

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• School will continue its implementation of Safe & Civil strategies, which includes alternatives to suspension such as in-school suspension, lunch detention, Saturday school, etc. • School will promote positive behavior supports • School will implement consistent classroom behavior expectations school-wide • Administrators and the Safe & Civil team will regularly review real-time discipline data and reports • Families will be involved in the educational process • School prohibits suspension for willful defiance • Green Dot Education Team will assess Green Dot Suspension and Expulsion policies annually	See Expenditures in Goal 12	• School has a Safe & Civil team (designated group of teachers) charged with analyzing data, developing professional development and supporting school-wide policies to create a safe and civil environment for staff and students • The Safe & Civil team meets bi-monthly and attends four trainings per year provided by the Safe & Civil Schools program • A Safe & Civil dashboard has been created to provide schools with timely data that is used to inform professional development on campus • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance • Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion	See Expenditures in Goal 12
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The goal was updated from “23” to “21” in the 2016-17 LCAP to improve fluidity of the document.

Original GOAL from prior year LCAP:	Parent, Student and Community Engagement 20) At least 2 parents will serve on the School Advisory Council (“SAC”)	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	At least 2 parents will serve on the SAC	Actual Annual Measurable Outcomes: Met Target

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Charter School will ask for parent volunteers to serve on the SAC	See Expenditures in Goal 16	• Green Dot School Advisory Council bylaws ensure two parents are elected to the serve on the School Advisory Council (SAC) • Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data	See Expenditures in Goal 16
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of	The goal was updated from “20” to “22” in the 2016-17 LCAP to improve fluidity of the document.

reviewing past progress and/or changes to goals?	The School does not require or track volunteer hours. To minimize confusion, the School removed the following language in the planned action/services of the LCAP, “Charter School will offer volunteer hours for interested parents.”

Original GOAL from prior year LCAP:	Parent, Student and Community Engagement 21) At least 2 parent activities or events will be held per semester	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	At least 2 parent activities or events will be held per semester	Actual Annual Measurable Outcomes: Met Target

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Charter School will have a Parent Coordinator who plans activities and manages communications with parents/guardians • School will host at least 2 parent events per semester (e.g., open house, parent conference, coffee with principal) • School will offer Parent University/trainings for interested families	See Expenditures in Goal 16	• School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians • Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students’ education	See Expenditures in Goal 16
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and	The goal was updated from “21” to “23” in the 2016-17 LCAP to improve fluidity of the document.

expenditures will be made as a result of reviewing past progress and/or changes to goals?	

Original GOAL from prior year LCAP:	24) Students, families and the school community will feel a sense of connectedness	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	School will receive at least an 80% score on the Survey Question: “Would you recommend this school to a friend?” on the Green Dot Family survey	Actual Annual Measurable Outcomes:	99%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Schools will seek student and parent feedback regularly during the school year • Families will continue to be involved in all key school operations • School will communicate frequently with students and parents on school-related matters and student/school performance • School will host events to develop school pride (e.g., open houses, community events)	See Expenditures in Goal 16	• School offers parent workshops to engage parents in the educational process • School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system • School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community • School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction	See Expenditures in Goal 16

		• School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator • School looks to engage the community through partnerships that can provide services to families both on and off campus	
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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	**$1,477,581**

Projected supplemental and concentration funds in the LCAP year are $1,477,581. The funds will be spent on improving the charter-wide educational program and meeting the academic goals specified in Section 2 of the LCAP. Note that the school has an unduplicated count percentage of 98% and therefore, it is deemed appropriate and effective to provide services to these students on a charter-wide basis. In addition, the needs of the unduplicated count population are met based on the charter-wide educational model and no additional services need to be provided.

In order to meet the needs of its diverse student population that school will look to implement Green Dot's academic model with fidelity.

The model outlines the framework that allows Green Dot teachers and administrators to be successful and focuses on four key elements: 1) Ensuring Quality Teaching and Instruction, 2) Cultivating a College-going Culture, 3) Eliminating Barriers to Learning, and 4) Promoting Leadership and Life Skills. Implementation strategies are provided in the areas of curriculum, student intervention, professional development, parent participation and school operations to help principals and teachers make the most informed decisions for their schools.

1. **Ensuring Quality Teaching & Instruction**: Dedicated, effective teachers with a passion for their work and their students are at the heart of the Green Dot model. Green Dot ensures high quality teaching and instruction in every classroom through its research-based methods of instruction, teacher effectiveness initiatives and robust professional development and supports. At the heart of The College-Ready Promise (TCRP) TCRP Teacher Development and Evaluation System is the College-Ready Teaching Framework ("CRTF") – a rubric that defines the core competencies expected of all Green Dot teachers. In addition, teachers will be able to pursue professional development and coaching support from the Instructional Coaches as well as from the Green Dot Home Office Education Team.
2. **Cultivating a College-going Culture**: Green Dot strives to attain high college acceptance rates by creating a culture of college-for-certain. School leaders create systems for ongoing academic counseling with counselors and advisor and offering college tours at every grade level. In addition, the school master schedule offers elective courses that support core content development (i.e., drama), as well as pre-AP pathways (i.e., honors courses in middle school and high school). Courses are structured to build students' key cognitive strategies: intellectual openness, analysis, reasoning, accuracy and precision, and interpretation. School classrooms demonstrate the successful implementation of behavior management strategies. Support is provided to build key behaviors necessary

for success in high school and college, such as self-monitoring, persistence, independent preparation abilities, and college-level study skills. Lastly, all Green Dot schools provide support to build students' contextual awareness of college systems and culture.

3. **Eliminating Barriers to Learning**: Students come to Green Dot from a variety of backgrounds. Academically, many are far behind grade-level. Socially and emotionally, many require emotional guidance in order to be able to succeed academically. Green Dot strives to provide the academic intervention, counseling and clinical services necessary to breakdown these barriers. Green Dot school leaders successfully implement all three tiers of the Response to Intervention Model by appropriately providing intervention in literacy, math, English Language Development and Special Education. Green Dot schools offer an Advisory program that provides academic guidance, school culture & safety; college and career; and personal development. Additionally, each school provides a menu of wrap-around services: mental health supports and psychological services; counseling groups; mentoring programs; and links to community partners for health and wellness programs.
4. **Promoting Leadership & Life Skills**: Green Dot aims to provide students with a broad set of tools, behaviors and skills to prepare them for college and beyond. Systems for student leadership such as student government, our student ambassador program, student mentorship, and the Principal's Advisory Committee give students internal leadership experience. External experience is available through partnerships with community programs, including public speaking opportunities, job shadowing, volunteer work, mentorships, and summer internships. Advisory programs teach and promote life skills and help to reduce dropouts, foster youth development, enhance academic achievement, and promote whole-being development.

The schools' educational program will successfully meet the needs of its diverse student population. Examples of theses supports include:

- Implementation of all three tiers of the Multi-Tier System of Supports in Literacy, Math, English Language Development and Special Education
- Intensive interventions for students requiring additional enrichment and support, including Literacy Enrichment, Math Foundations, individualized tutoring, classroom push-in and co-teaching models and small strategic groupings
- An Advisory program for all students to prepare them with the tools and behaviors to succeed in high school, college, leadership and life – covering topics such as: academic preparation, promotion of college awareness, developing strong peer relationships, developing life skills in areas such as resiliency/grit, growth mindset, organization, communication, health/nutrition and personal finance
- Integrated wraparound services to help address social and non-academic barriers to student learning including small group counseling and individual student counseling
- Proactive and positive student behavior management, including various alternatives to suspension
- Opportunities for students to explore student leadership and other interests through participation in elective courses, student government, after-school programs and clubs
- Special education programs that cultivate collaboration between general and special education teachers to guarantee that students with disabilities are integrated into the school to the maximum extent possible to allow them full access to all programs.

The school has developed a research-based curriculum appropriate to the student demographics it serves that includes the following: course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, interim assessments and intervention programs. The model is derived from the following continuum of research-based practices:

- **Planning and Preparation**: Based on Essential Elements of Effective Instruction by Madeline Hunter.

- Madeline Hunter developed the teacher “decision-making model” for planning instruction known as Instructional Theory in Practice (“ITIP”). This approach to teaching uses Direct Instruction (“DI”) as the framework for planning. DI refers to a rigorously developed, highly scripted method that is fast-paced and provides constant interaction with students.

- **Assessment and Learning**: Based on Understanding by Design: Backwards Design by Jay McTighe and Grant Wiggins.
  - The emphasis of Understanding by Design (“UbD”) is on "backward design," the practice of identifying the desired outcomes in order to design curriculum units, performance assessments and classroom instruction that will enable students to achieve these outcomes. The backward design approach is developed in three stages. Stage 1 starts with educators identifying the desired results of their students by establishing the overall goal of the lessons by using content standards, common core or state standards. Stage 2 focuses on evidence of learning by assessment.
  - Teachers plan performance tasks and evidence of understanding. Performance tasks determine what the students will demonstrate in the unit and what evidence will prove their understanding. This can include self-reflections and self-assessments on learning. Lastly, Stage 3 lists the learning activities that will lead students to the desired results.
- **Instructional Techniques**: Based on Teach Like a Champion by Doug Lemov.
  - Teach Like a Champion offers effective teaching techniques to help teachers become champions in the classroom. Additional details provided in the section entitled “Instructional Design, Methods and Strategies.”
- **Classroom Environment**: Based on “Safe and Civil Schools” by Randy Sprick.
  - Safe & Civil provides high-quality programs and staff development services to help educators create proactive and positive behavior management strategies in schools. These sessions include school walk-throughs with Safe & Civil program administrators to observe discipline and school culture. Findings from these sessions are compiled to create school-specific professional development for teachers and the necessary supports to create an environment where students can learn and where teachers can teach.
- **Culturally Responsive Pedagogy:** Green Dot Public Schools believes that culturally responsive pedagogy can increase student engagement, provide access to content, and as a result, bolster feelings of confidence and understanding in students.

Academic Support and Intervention is based on incoming student need and a schedule of intervention and acceleration courses will be available to students so that all students can complete the required courses:

- **Summer Bridge**: Summer Bridge is a recommended multi-week summer program that acclimates students to the culture of the school, high expectations and the development of a trusting community. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and social-emotional supports, and staff will make the necessary adjustments to the master schedule to better accommodate them. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of the school. Students will engage in culture-building exercises that promote a positive community of trust and respect. Social and personal issues will also be surfaced in small group settings complemented with educational field trips.
- **Literacy Intervention/Enrichment (Read 180)**: Literacy Intervention/Enrichment is a standards-aligned program for reading is provided to students that test low in reading. Typically, this course is given to students through an elective class.
- **Math Foundations**: Students who are struggling in Math (not proficient and/or recommended by their Math teachers) will receive an additional period of Math support, where their teacher and tutors will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.
- **English Language Development (“ELD”)**: ELD classes are provided for students entering school as beginning ELLs. Based on CA ELD standards, these classes aim to improve the English listening, speaking, reading and writing skills of beginning students to at least intermediate proficiency.

- **Special Needs/Academic Success**: Designated SPED students will be provided extra support to reflect the needs outlined in the Individualized Education Plan ("IEP") and in all of their academic courses through one-on-one instruction, group support and guided instruction.
- **Homework Club**: Students who are struggling with a particular class or want more support in subject can attend Homework Club, which is offered an hour every day after school and run by a credentialed teacher and/or college interns.
- **Office Hours**: Teachers hold office hours twice a week after school to provide additional support.
- **Afterschool Program**: Students who are not achieving a satisfactory grade within a particular class or simply want more support in a subject can attend tutoring, which is offered for an hour every day after school.

Social and Life Skills Development is a key component of the school meeting the diverse needs of its student population including the establishment of an advisory course and clinical services available to all students.

Students will participate in an Advisory class with the same group of students for their school career to maintain a tighter sense of community. Advisory serves as a structured time and space for students to reflect on their learning and to discuss the connection between learning and life-long success. Advisory activities are organized around four pillars: 1) school culture and safety, 2) academics, 3) social life skills and 4) civic engagement. During Advisory, students will:

- Discuss issues related to the pressures of being a young adult in middle school including but not limited to puberty, relationships, mental health, family, substance abuse, etc.
- Acquire different study skill strategies, test-taking strategies and communication tools that will enable them to succeed in their academic career
- Learn about the college process as they are encouraged to think beyond middle and high school in an effort to realize that the tools they gain today will be beneficial in the near future
- Gain self-efficacy skills that will allow them to address the barriers of learning with resiliency

We have built an Advisory course into the master schedule to serve as a level 1 intervention using the Response to Intervention Model (RtI). Using the RtI model, all students receive the core literacy and math courses as their Tier 1 instruction. In addition to the core courses, students who need more intensive intervention (Tier 2) and support with a lower student-to-teacher ratio are provided with math and literacy interventions classes. If the student continues to struggle, the RtI team will determine if there are specific individual interventions (Tier 3) necessary to address the student's needs or if a referral to the Student Success Team is required.

Our Clinical Services team provides individual, group and family therapy to the students and families, and serves as a level 2 and 3 intervention within the RtI model. The main purpose of our clinical services program is to address the barriers to learning from the mental health perspective. In addition, we provide crisis intervention, parent consultation, teacher consultation, and case management which include providing resources and referrals to outside agencies.

In order to ensure services are provided free of charge, services are provided by pre- and post-graduate Marriage and Family Therapy, Psychology and Social Work interns who receive extensive training and supervision in exchange for their work. All services are supervised by one of our licensed Marriage and Family Therapists or Licensed Clinical Social Workers. Interns provide social and emotional counseling including small group and individual therapy.

The Clinical Services team uses a referral process for students to receive services. Once students and parents have consented to services, students have a case manager that follows them through the process of services. Students are provided Child Development Inventory

assessments along with other researched-based therapies. The Clinical Services team works with parents, staff, and students throughout the referral process to ensure they are aware of their options. Clinical Services provides a proactive approach to addressing the barriers of learning by utilizing prevention and wellness to enable our students to possess the necessary skills to navigate their academic and social skills

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.

30	%

The LEA will improve its entire educational program by investing in additional technology to increase its ratio of students to computers, additional special education services to support high needs students, and instructional material to increase support for classroom learning experience.

- The school will offer a spectrum of special education services that may include a resource program, special day program, and programs for students classified as autistic, intellectually disabled, or emotionally disturbed. The programs are designed to foster a high-quality program for students with special education needs. Additionally, our special education programs cultivate collaboration between general and special education teachers to guarantee that students with disabilities are integrated into the school to the maximum extent possible to allow them full access to all programs.

- The school will offer ELD courses to prepare English Learners recently arrived in the U.S. for success in English-medium instruction, including English Language Arts. Skills in all four strands of language—listening, speaking, reading and writing--are systematically developed. Students of mixed grade levels are grouped according to proficiency in English. Cultural knowledge needed for success in U.S. schools is integrated throughout. The Green Dot EL Master Plan includes the new CA ELD standards and a five step process for the identification of English Learners including: 1) Initial Identification, 2) EL Proficiency Assessment, 3) Primary Language Assessment, 4) Parent Notification, and 5) Program Placement. Green Dot schools provide on-going training for administrators and teachers on the identification process.

- EL students are served through a variety of programs designed to meet their needs. These include ELD Programs (Levels 1- 4), Structured English Immersion and English Language Mainstream. These programs are built into the school's master schedule and take place within the school day. The school will work with the Human Resources (HR) Department to ensure appropriate staffing and authorizations for teachers in these courses.

- ELD courses are not recommended for students who have been in the U.S. longer the five years (Long-Term English Learners or LTELs), whose language and motivational needs are very different from those of relative newcomers. LTELs often demonstrate strong oral English skills, but lack academic language and vocabulary. In order to engage with the academic demands of the secondary school curriculum, these students require explicit instruction in academic uses of English with a focus on comprehension, vocabulary

development, and the advanced grammatical structures needed to comprehend and produce academic language in all content classes.

- Technology is widely used at the school to drive higher levels of achievement and prepare students for the information driven economy of the 21st century. It is also used as a critical tool for gathering data for school management. Technology investments will be made in the following areas:
    - Increased computing devices (e.g., desktops, laptops, Chromebooks) that are available for student use;
    - Each teacher is provided with a laptop and given training on effectively using technology in the classroom;
    - Courses often include web-based research projects and assignments;
    - Technology elective classes are included in the recommended curriculum to train students on computers and different software programs; and
    - A web-based student information and school management system (PowerSchool) is implemented at the school and used by parents, students and the school staff

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.