

Introduction:

LEA: John Henry High

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LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>John Henry High School staff engaged staff, teachers, administrators, students and parents throughout the 2014-2015 school year in order to gather ideas and feedback about actions and services as well as expenditures for those actions and services to support student success at our school. In determining specific areas of need to be addressed, JHHS administration shared data from the following sources: school site demographics, Northwest Evaluation Association (NWEA) test data, attendance rates, CST results (Life Science), CAHSEE results, CELDT results, statistical attendance rates, suspension/expulsion rates, SAT scores, Advanced Placement scores, and results from staff and family surveys. A method Public Schools (AMPS) Central Office also provided information on projected funding predictors and expenditures with the support of Edtec.</p> <p><u>Sources for Parent/Family Involvement in LCAP Goal Setting</u> Fall Orientation First results from NWEA assessment distributed to families Meeting with 11th Grade Families (College Night) SARC Report Uploaded to Website 9th Grade Orientation Second results from NWEA assessment distributed to families</p> <p>School administration began the process of meeting with families to discuss school-wide goals in the fall with informational sessions, “college nights,” and open-houses. In the winter/spring school committee members continued to meet before and after orientation nights with incoming families. Once various parent/family representatives had been identified, the school administration held multiple meetings in the development of the Local Control and Accountability Plan. Group members represented various stakeholders within the school including parents, teachers, alumni, administration, and student representatives. Members reviewed data on literacy, science and math achievement from a combination of assessments (listed above). Results from assessments were presented in a disaggregated format by ethnic groups, English learners, socio-economically disadvantaged students and students with disabilities.</p>	<p>Staff surveys, student and family surveys, as well as advisory council meetings, identified several priorities related to the following categories: Basic Necessities, Implementation of Common Cores State Standards, Parent Involvement, School Climate, and Access to Courses.</p> <p>Basic necessities: Although all courses were taught by appropriately placed, credentialed teachers, a need to reduce the course load, especially for English Language Arts teachers was identified and is being addressed in the master schedule for the 2015-2016 school year by creating one new English teacher position and reducing the number of elective courses taught by English teachers. Additionally we are hiring two new social science and elective teachers. We are developing a Visual / Performing Arts program and intend to hire an appropriately credentialed teacher for this position.</p> <p>JHHS will also be ordering new Spanish and Mandarin textbooks, AP-aligned textbooks for Geography, as well as continuing to order CCSS aligned textbooks for Algebra 2 and Geometry in response to staff assessment the identified need for high quality instructional materials.</p> <p>Implementation of CCSS: In response to staff requests for greater training around CCSS and NGSS, JHHS plans to create an instructional team at the school-site level of experienced teachers with the following content backgrounds: social science, English, mathematics, and science. The team will work to provide 1-1 coaching for 1st and 2nd year teachers, assist teachers in reaching goals outlined in Professional Growth Plans, and provide</p>

<p>From WASC: At the beginning of each school year, two events are held to share high-stakes test results from the previous spring. In the fall, an Open House is held for 9th and 10th grade families and a College Night for 11th grade families; at these events, JHHS staff engage parents and request volunteers for the Family Staff Team (FST). At these events, school leaders hold small group sessions in rotation to accommodate all families and to provide translation in Mandarin and Spanish. Key data is shared during these events, including student achievement data from CAHSEE, CST/CAASPP, EAP, SAT/PSAT and AP results. The school profile is shared during this time, highlighting the aforementioned data along with new honors and AP courses, all the current school clubs and sports teams and a list of colleges to which recent alumni have been accepted.</p> <p>In addition to these events, all stakeholders are invited to be a part of the LCAP process in the following ways:</p> <p>FST Meetings Here, parents from all grade levels and a wide-variety of ethnicities, socio-economic backgrounds, as well as parents of students with IEPs, 504s and English Language Learners are engaged with key items pertinent to school improvement; both the school’s successes and the school’s areas for growth are discussed. Parents are encouraged to give critical feedback and to ask questions.</p> <p>Staff Collaboration Meetings Collaborative meetings are documented with an agenda and minutes using Google Drive. The following is a general rule for the regularity of site team meetings: Weekly:</p> <ul style="list-style-type: none"> • Strategic Meeting (JHHS Leadership and administrative coordinator and assistants) • JHHS Leadership Meeting <p>Monthly:</p> <ul style="list-style-type: none"> • AVID Site Team Meeting • Instructional Team Meeting 	<p>content specific professional development aligned to Common Core State Standards.</p> <p>Parent involvement: In response to staff and family requests, JHHS will hold no fewer than five community orientation/outreach events, including an overview of the requirements for California colleges and universities to 10th grade (fall) and 11th grade (spring), an open house for 9th grade families, orientations for new families (spring). The goal for parent attendance at all events will average at least 70%.</p> <p>School climate: JHHS will have a minimum of two student assemblies during the 2015-2016 school-year including at least one on social/emotional topics (e.g., bullying, sexual education/peer-pressure, alcohol and drug abuse, etc.) and one recognizing student achievement. Additionally, JHHS administration will work collaboratively with teachers to develop its advisory program using resources from the AVID program that will be implemented in the 9th and 10th grades and may supplement the 11th grade college readiness courses.</p> <p>Access to courses: JHHS will develop the following new courses during the 2015-2016 school-year: Spanish 2, a visual and/or performing arts course, and human geography.</p> <p>From WASC: Over the last three years, stakeholders have worked diligently to update the schoolwide action plan. With the addition of the LCAP process and report, JHHS has been working to align the goals and objectives found in the LCAP to the ones found in the WASC schoolwide action plan. JHHS believes that both documents propel us in the</p>
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- Full-Staff Meeting
- Every Six Weeks**
- Data Analysis (“Data Dives”)

Student and Staff Surveys

Student surveys have been implemented every year since the establishment of JHHS. They are usually collected during the last week of school. Staff surveys are now in their third year of implementation and are usually given out early in the second semester (February or March).

Family Engagement

The Local Control and Accountability Plan (LCAP) was shared in the fall with the 9th and 10th grade families during the *Back to School Night* and with 11th grade families during *College Night*. At these meetings, families were encouraged to participate in the Family Staff Team (FST) meeting in order to give feedback and set priorities for the LCAP.

In 2015-2016 JHHS hosted the first *regional* Family Staff Team (FST) meeting. Families from Richmond Charter Academy and Downtown Charter Academy attended a presentation on important updates region-wide. Although each AMPS school develops its own individual documents, it was deemed beneficial to meet as a region in order to inform parents of opportunities and hear potential areas of growth.

During the regional FST in the fall of 2015, JHHS staff presented on three of the eight state priorities to help unify the discussion of the school’s action plan and goals for the future: Conditions of Learning (Goals 1, 3 and 5), Pupil Outcomes (Goals 1, 3, 4 and 5) and Engagement (Goals 2 and 3). Here are some of the discussion highlights from each category:

A. Conditions of Learning

Positives:

- Class rotations
- Transitions allow for breaks in periods

same direction, focusing on student achievement and success.

John Henry High School engaged staff, teachers, administrators, students and parents to gather ideas and feedback about actions and services to support student success at our school. In determining specific areas of need to be addressed, JHHS administration shared data from the following sources: school site demographics, Northwest Evaluation Association (NWEA) test data, attendance rates, CST results (Life Science), CAHSEE results, CELDT results, statistical attendance rates, suspension/expulsion rates, SAT scores, Advanced Placement scores, and results from staff and family surveys. Through the use of a student survey, JHHS staff gathered input from students. We held FST meetings to discuss improvements to the school. The schoolwide action plan reflects the opportunity to adjust actions to changing needs.

Recognizing the need to retain and develop highly qualified teachers, Amethod Public Schools worked to create a Career Path for all teachers at its five schools. Calling upon the expertise of veteran teachers and administrators, a career path was developed and is presented every year to all of our teachers. Of the four teachers participating in the career path development meeting, three were selected to pilot the first stage of the program. These teachers have a reduced course load for the 2015-2016 school-year and help to form the instructional leadership team at JHHS. Each teacher also helps to mentor new teachers and develop them in their content area.

All teachers are using Common Core State Standards (CCSS) in their weekly lesson plans and over 75% have received training in using the CCSS framework. While

Areas of Growth

- Wish the rooms had a window
- Facilities with sports /gym
- Providing lunch
- Parent received a phone call for a detention, not a memo. More specific feedback
- Stricter dress code (Girls Hair color; dyed hair)

B. Pupil Outcomes

Positives:

- Growth of AP classes based off students and family feedback

Areas of Growth

- Go to 1:1 ratio with chrome books
- CTE
- AP Computer Science Principles
- Parent Portal
- More parents involved in these types of meetings
- Computer Science
- Tech Classes
- More internet classes
- More tutors

C. Engagement

Positives:

- More frequent family staff meetings
- College Nights

Areas of Growth

- More parents involved in these types of meetings
- More Financial Aid / FAFSA Workshops for parents; parents are really concerned to find out how they can help parents get their kids to college.
- Data Workshop Days

there has been less content area-specific training in CCSS, including NGSS, it is the school's goal to have 100% of staff trained in CCSS and NGSS by the start of the next school-year. Additionally, although all staff have participated in at least one data-driven instructional training, it is the school's goal to incorporate six data analysis trainings into the school-year.

Due to the identified need to develop 21st century skills for college and career readiness, JHHS teachers will be working to develop an Advisory course that will be executed twice a week during 75-minute blocks for every ninth grade homeroom during the 2014-2015 school year. The Advisory course will be further developed using the Advancement Via Individual Determination (AVID) system during the 2015-2016 school-year and is being offered to both ninth and tenth grade homerooms. Staff attended the AVID Summer Institute at Sacramento in July of 2015 and staff have already been identified to attend the AVID Summer Institute for July of 2016. During the school year, three teachers meet weekly to collaboratively design lesson plans for the Advisory course and provide students with skills in five key areas: general academic strategies and skills, academic goal-setting, college and career exploration, social and emotional knowledge and skills, and technology-based skills including research and presentation.

JHHS has held one school-wide assembly to recognize student achievement and present community services for social and emotional well-being. The school has also presented a bullying workshop for all students and hopes to expand the amount of workshops during the next school-year.

From the feedback gathered from parent, teacher, and student surveys and subgroup meetings several additional

Staff Engagement

In order to prepare the progress report, all staff members were invited to give input on the John Henry High School Self-Study and to give an honest assessment of where they feel the school stands today. This meeting was held after school and was attended by both lead teachers and new teachers, as well as paraprofessionals and site leadership. During the meeting, each part of the action plan and each goal was reviewed and all staff members were allowed to comment. Notes were recorded by site administration and reviewed while site leadership prepared the progress report.

Google Drive was used to share the action plan, informative slides on the authorizing and accreditation processes, and the meeting agenda. Staff were key in describing the use of NWEA results and the importance of these tests to provide valuable and up-to-date student data. Staff also expressed the desire for greater collaboration within departments.

Site administration took the suggestions given by staff and families and ensured that they were placed in chapter five of the progress report, along with any pertinent details that could be placed in any other appropriate chapter of the report.

Significant staff input comes from formal and informal conversations or during observation feedback (between teachers and members of the instructional team), or through the anonymous staff survey given in late winter. The general themes from the staff survey from 2014-2015 included a feeling that the school's core values and mission were well articulated and that staff strongly supported. Additionally, while many staff were happy with the approachability of staff leadership, most were unsatisfied with the amount and organization of professional development. The majority of staff also felt compensation was not equivalent to other similar organizations and felt that the work load lacked sustainability. In response to these themes, JHHS worked with AMPS central office to support the development of the career path. Three JHHS teachers who qualified for the career path role of "Distinguished Teacher" became the first lead teachers. Lead teachers have a lightened course load and act as the head of their departments by helping to organize and plan professional development, support staff with observations and feedback, and help guide professional growth plans for the staff in their department. Lead teachers also check weekly lesson plans for their departments

course offerings, as well as a newly modeled bell-schedule was developed for the ninth through twelfth grades.

To address the need for college-readiness and support programs, an advisory program begun during the 2014-2015 school-year and has expanded for the 2015-2016 school-year. The school is seeking to further expand the Advancement Via Individual Determination (AVID) system to continue to meet the needs of various subgroups, including first-generation college-bound students.

To address the desire for additional course offerings and to continue to expand the body of students electing to enroll in advanced placement offerings the school has developed several courses for each grade level. The school will expand its course offerings in the next few years to include more STEM courses.

To address concerns for providing increased teacher support, development and retention, the school has developed a career-path for all teachers whereby teachers will be able to advance in position and in compensation either through an administrative or instructional leadership career path. Selected teachers will have a reduced course load in order to carry out various duties including instructional coaching, new-teacher development, curriculum planning, coordination of professional development, and other duties. Additionally, the school has hired multiple paraprofessionals to assist in pull-out and afterschool tutoring and academic instruction for at-risk students.

In response to requests for enhanced student services, the school has partnered with multiple local agencies to provide academic and social/emotional support for students including Girls Inc., Asian Health Services, and the Step to College program (through San Francisco State University).

The school is also implementing an online-course provider, Edmentum, to enhance course offerings and

and add comments as necessary. Additionally, the 2015-2016 calendar schedule was organized with specific dates for data analysis, professional development, and “grading days”--early release (11:00 AM). JHHS has focused on hiring more paraprofessionals to support certain sections so that teachers can focus on core classes. Paraprofessionals also help with after school tutoring and non-teaching staff duties that had been previously solely the domain of teachers.

supplement its credit recovery and summer school academic program. Finally, in response to requests for greater incorporation of all grades in student activities and increased funding for student activities, the school is revising its 2015-2016 budget to include projected expenditures for specific school activities.

Staff surveys, student and family surveys, as well as advisory council meetings, identified several priorities related to the following categories: Basic Necessities, Implementation of Common Cores State Standards, Parent Involvement, School Climate, and Access to Courses.

Basic necessities: Although all courses were taught by appropriately placed, credentialed teachers, a need to reduce the course load, especially for English Language Arts teachers was identified and is being addressed in the master schedule. Additionally we are hiring more paraprofessionals to assist with tutoring and support of students who are below grade level.

JHHS ordered new Spanish and Mandarin textbooks, AP-aligned textbooks for Geography, as well as continuing to order CCSS aligned textbooks in response to identified need for high quality instructional materials.

Implementation of CCSS: In response to staff requests for greater training around CCSS and NGSS, JHHS plans to create an instructional team at the school-site level of experienced teachers with the following content backgrounds: social science, English, mathematics, and science. The team will work to provide 1-1 coaching for 1st and 2nd year teachers, assist teachers in reaching goals outlined in Professional Growth Plans, and provide content specific professional development aligned to Common Core State Standards.

	<p>Parent involvement: In response to staff and family requests, JHHS will hold no fewer than five community orientation/outreach events, including an overview of the requirements for California colleges and universities to 10th grade (fall) and 11th grade (spring), an open house for 9th grade families orientations for new families (spring).</p> <p>School climate: JHHS will have a minimum of two student assemblies during the 2015-2016 school-year including at least one on social/emotional topics (e.g., bullying, sexual education/peer-pressure, alcohol and drug abuse, etc.) and one recognizing student achievement. Additionally, LCAP administration will work collaboratively with teachers to develop its advisory program using resources from the AVID program that will be implemented in the 9th and 10th grades and may supplement the 11th grade college readiness courses.</p>
<p><u>Annual Update:</u></p> <p>Recognizing the need to retain and develop high qualified teachers, Amethod Public Schools worked beginning in the fall of 2014 to create a Career Path for all teachers at its five schools. Calling upon the expertise of veteran teachers and administrators through multiple meetings a career path was developed and will be presented during the summer training of 2015. Of the four teachers participating in the career path development meeting, three were selected to pilot the first stage of the program, “Emerging Teacher.” These teachers will have a reduced course load for the 2015-2016 school-year and help to form an instructional leadership team at JHHS. Each teacher will help to mentor new teacher and developing teachers in their content area.</p> <p>All teachers have been filmed and gone through the analysis process or on schedule to do so before the end of the 201-2016 school year. All teachers are on Professional Growth Plans with at least 87% on track to meet the goals of those plans.</p> <p>All teachers are using Common Core State Standards in their weekly lesson plans and over 75% have received training in using the CCSS framework. While there has</p>	<p><u>Annual Update:</u></p> <p>From the feedback gathered from parent, teacher, and student surveys and subgroup meetings several additional course offerings, as well as a newly modeled bell-schedule was developed for the ninth through twelfth grades.</p> <p>To address the need for college-readiness, an advisory program begun during the 2014-2015 school-year has been approved for the 2015-2016 school-year and expanded to the tenth grade. The school is seeking to contract with the Advancement Via Individual Determination (AVID) system to continue to develop and refine its advisory program and meet the needs of various subgroups, including first-generation college-bound students.</p> <p>To address the desire for additional course offerings and to continue to expand the body of students electing to</p>

been less content area-specific training in CCSS, including NGSS, it is the school's goal to have 100% of staff trained in CCSS and NGSS by the start of the 2015-2016 school-year. Additionally, although all staff have participated in at least one data-driven instructional training, it is the school's goal to incorporate a six data analysis trainings into the 2015-2016 school-year.

Due to the identified need to develop 21st century skills for college and career readiness, JHHS teachers worked to develop an Advisory course that was executed twice a week during 75-minute blocks for every ninth grade homeroom. The Advisory course will be further developed using the Advancement Via Individual Determination (AVID) system during the 2015-2016 school-year and will be offered to both ninth and 10th grade homerooms. Staff attended the AVID Summer Institute at Sacramento in July of 2015 and staff have already been identified to attend the AVID Summer Institute for July of 2016. During the 2014-2015 school year three teachers met weekly to collaboratively design lesson plans for the Advisory course and provide students with skills in five key areas: general academic strategies and skills, academic goal-setting, college and career exploration, social and emotional knowledge and skills, and technology-based skills including research and presentation.

JHHS also offered small group instruction for three sections of Algebra 2 (1 advanced and 2 remedial) within its master schedule. JHHS also offered an English Language Development course for Early-Intermediate Language Learners.

JHHS has held one school-wide assembly to recognize student achievement and present community services for social and emotional well-being. The school has also presented a bullying workshop for all 9th grade homerooms and hopes to expand the workshop to 10th and 11th grades during the 2015-2016 school-year.

JHHS staff has continued to support its model-government club, Junior Statesmen of America (JSA) through chaperoned trips to two conventions outside of school and by hosting its very first convention on campus.

JHHS clubs have grown to include Yearbook and Anime clubs.

enroll in advanced placement offerings the school is in the process of developing a human geography course for the ninth grade, as well as AP Biology for the tenth grade and expanding its language program to include Spanish.

To address concerns for providing increased teacher support, development and retention, the school has developed a career-path for all teachers whereby teachers will be able to advance in position and in compensation either through an administrative or instructional leadership career path. Three teachers have been identified for the 2015-2016 school year to advance through the process co-created with the input of teachers and administrative personnel. Selected teachers will have a reduced course load in order to carry out various duties including instructional coaching, new-teacher development, curriculum planning, coordination of professional development, and other duties. Additionally, the school has hired multiple paraprofessionals to assist in pull-out and afterschool tutoring and academic instruction for at-risk students.

In response to requests for enhanced student services, the school has partnered with multiple local agencies to provide academic and social/emotional support for students including Girls Inc., Asian Health Services, and the Step to College program (through San Francisco State University).

The school is also implementing an online-course provider, Edmentum, to enhance course offerings and supplement its credit recovery and summer school academic program.

Finally, in response to requests for greater incorporation of all grades in student activities and increased funding for

<p>For the 2014-2015 school-year, 97% of juniors who began JHHS in the 9th grade are on track for UC/CSU eligibility. 90% of juniors have been accepted to four-year colleges or universities.</p> <p>JHHS currently has approximately 160 computers on campus for 350 students, meeting an over 1-3 ratio of computers per student; for the 2015-2016 school year, JHHS hopes to purchase an additional 60 computers, or two class sets, bringing the ratio of computers per student to very close to 1-2, accounting for increased enrollment.</p> <p>Over 95% of the rising 11th grade class have passed both sections of the California High School Exit Exam. Over 90% of 10th grade students participated in the PSAT, 100% of the graduating juniors have participated in the SAT and over 90% of the rising juniors have already taken or are scheduled to take the SAT.</p>	<p>student activities, the school is revising its 2015-2016 budget to include projected expenditures for specific school activities.</p>
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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 #1:	Provide High Quality Curriculum That Promotes College and Career Readiness with Academic Supports/Interventions		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u> </u> 5 <u>X</u> 6 <u> </u> 7 <u>X</u> 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify _____	
	Identified Need :	Staff development and retention, student performance on interim assessments, staff, student and family surveys		
Goal Applies to:	Schools:	John Henry High School		
	Applicable Pupil Subgroups:	All students		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 40% of instructional materials in core subjects aligned to CCSS or approved by the advanced placement program • 55% or greater of all students scoring "3" or higher on Advanced Placement exams • 60% of ELL students advancing in at least one categories of the CELDT each year • Participation rates of over 50% in Advanced Placement course for all statistically significant subgroups in 11th grades • 70% of all students scoring advanced or proficient on CST in Life Science 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
100% of 9 th and 10 th grade students participating in the Advancement Via Individual Determination program		JHHS	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$20,446 (AVID 1 st year cost)
Use of Northwest Evaluation Association assessment system for 9 th -11 th grade interim assessments used no less than two times per year		JHHS	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2500

Purchase of new textbooks aligned to new CCSS and NGSS or approved by Advanced Placement program	JHHS	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$50,000 or 72% of text book budget
Hiring 1 full-time paraprofessional to support math and science instruction and students with ELL designations	JHHS	__ ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	42000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 50% of instructional materials in core subjects aligned to CCSS or approved by the advanced placement program • 65% or greater of all students scoring “3” or higher on Advanced Placement exams • 70% ELL students advancing in at least two categories of the CELDT each year • Participation rates of over 50% in Advanced Placement course for all statistically significant subgroups in 11th grade • Maintaining 70% of all students scoring advanced or proficient on CST in Life Science
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
100% of 9 th -11 th grade students participating in the Advancement Via Individual Determination program	JHHS	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$20,446 (AVID 1 st year cost)
Use of Northwest Evaluation Association assessment system for 9 th -11 th grade interim assessments used no less than two times per year	JHHS	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	3000
		<u>X</u> ALL	

Purchase of new textbooks aligned to new CCSS and NGSS or approved by Advanced Placement program	JHHS	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$50,000 or 72% of text book budget
Hiring 1 full-time paraprofessional to support math and science instruction and students with ELL designations	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	43000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 60% of instructional materials in core subjects aligned to CCSS or approved by the advanced placement program • 70% or greater of all students scoring “3” or higher on Advanced Placement exams • 75% of ELL students advancing in at least one category of the CELDT each year • Participation rates of over 70% in Advanced Placement course for all statistically significant subgroups in 11th grades • Maintaining 80% of all students scoring advanced or proficient on CST in Life Science
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
100% of 9 th -11 th grade students participating in the Advancement Via Individual Determination program	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$20,446 (AVID 1 st year cost)
Use of Northwest Evaluation Association assessment system for 9 th -11 th grade interim assessments used no less than two times per year	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	3500

Purchase of new textbooks aligned to new CCSS and NGSS or approved by Advanced Placement program	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,000 or 72% of text book budget
Hiring at least 1 full-time paraprofessional to support math and science instruction and students with ELL designations	JHHS	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	46000

GOAL: #2	Retain High Quality Teaching Staff & Provide Professional Development That Is Culturally Responsive and Aligned to CCSS and NGSS (including tools such as mentor staff, film sessions, and real-time role play)	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need :	To prepare all students to be college-ready upon graduation		
Goal Applies to:	Schools:	John Henry High School	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Staff retention of 70% or greater from 2015-2016 • Staff expressing satisfaction with professional support and development of 80% or greater • Implementation of CCSS in 100% of weekly lesson plans in core subjects (math, science, English language arts, and social science) • Implementation of NGSS in 100% of weekly science lesson plans
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000 or half of dean of instruction salary
All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the 2015-2016 school-year	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,000 or 1/3 of professional development budget
At least one professional development for teachers on working with CCSS with English Language Learner populations	JHHS	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	\$500

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Reduced course load for staff promoted to advanced levels on the career path to incorporate instructional coaching for English, mathematics, and science	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$27,000 or 3/5ths starting teacher salary
At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Accounted for in Goal #3 (action 5)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Staff retention of 75% or greater from 2015-2016 • Staff expressing satisfaction with professional support and development of 85% or greater • Implementation of CCSS in 100% of weekly lesson plans in core subjects (math, science, English language arts, and social science) • Implementation of NGSS in 100% of weekly science lesson plans 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000 or half of dean of instruction salary
All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the 2015-2016 school-year	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$7,000 or 1/3 of professional

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	development budget
At least one professional development for teachers on working with CCSS with English Language Learner populations	JHHS	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500
Reduced course load for staff promoted to advanced levels on the career path to incorporate instructional coaching for English, mathematics, and science	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$27,000 or 3/5ths starting teacher salary
At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Accounted for in Goal #3 (action 5)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Staff retention of 80% or greater from 2015-2016 • Staff expressing satisfaction with professional support and development of 90% or greater • Implementation of CCSS in 100% of weekly lesson plans in core subjects (math, science, English language arts, and social science) • Implementation of NGSS in 100% of weekly science lesson plans 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> ALL	

All staff will have professional growth and development plans, monthly observations and coaching, and review of weekly lesson plans	JHHS	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000 or half of dean of instruction salary
All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least three times during the 2015-2016 school-year	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,000 or 1/3 of professional development budget
At least one professional development for teachers on working with CCSS with English Language Learner populations	JHHS	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500
Reduced course load for staff promoted to advanced levels on the career path to incorporate instructional coaching for English, mathematics, and science	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$27,000 or 3/5ths starting teacher salary
At least three staff workshops on analyzing Interim Assessment results and using data to inform instruction	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Accounted for in Goal #3 (action 5)

GOAL: #3	Implementation of CCSS and NGSS with Instructional Materials & CCSS Aligned Assessment Systems (with the goal of increasing literacy and math proficiency across the grade levels)	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6__ 7 <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	To prepare all students to be college-ready upon graduation		
Goal Applies to:	Schools:	John Henry High School	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 40% of instructional materials in core subjects aligned to CCSS or approved by the advanced placement program • Student growth on interim assessments aligned to CCSS for 70% of all pupils over the course of the year • Student growth on interim assessments aligned to CCSS for 60% of all Socio-economically disadvantaged pupils over the course of the year • Student growth on interim assessments aligned to CCSS for 50% of all ELL pupils over the course of the year
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use of Northwest Evaluation Association assessment system for 9 th -11 th grade interim assessments used no less than two times per year	JHHS	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Accounted for in Goal #1
Professional development on maintaining equity within the advanced placement program	JHHS	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$700
Professional development in working with CCSS with English Language Learner populations	JHHS	__ ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners	\$500

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Latino Students</u>	
Reduce the course schedule for staff promoted to advanced levels on the career path to incorporate instructional coaching for English, mathematics, and science	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$16,000 or difference in career path pay for two teachers

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 50% of instructional materials in core subjects aligned to CCSS or approved by the advanced placement program • Student growth on interim assessments aligned to CCSS for 75% of all pupils over the course of the year • Student growth on interim assessments aligned to CCSS for 65% of all Socio-economically disadvantaged pupils over the course of the year • Student growth on interim assessments aligned to CCSS for 55% of all ELL pupils over the course of the year
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use of Northwest Evaluation Association assessment system for 9 th -11 th grade interim assessments used no less than two times per year	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Accounted for in Goal #1
Professional development on maintaining equity within the advanced placement program	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$700
		<input type="checkbox"/> ALL	

Professional development in working with CCSS with English Language Learner populations	JHHS	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Latino Students</u>	\$500
Reduce the course schedule for staff promoted to advanced levels on the career path to incorporate instructional coaching for English, mathematics, and science	JHHS	<input checked="" type="checkbox"/> ALL	\$16,000 or difference in career path pay for two teachers
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 60% of instructional materials in core subjects aligned to CCSS or approved by the advanced placement program • Student growth on interim assessments aligned to CCSS for 80% of all pupils over the course of the year • Student growth on interim assessments aligned to CCSS for 70% of all Socio-economically disadvantaged pupils over the course of the year • Student growth on interim assessments aligned to CCSS for 60% of all ELL pupils over the course of the year
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use of Northwest Evaluation Association assessment system for 9 th -11 th grade interim assessments used no less than two times per year	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Accounted for in Goal #1
Professional development on maintaining equity within the advanced placement program	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$700

Professional development in working with CCSS with English Language Learner populations	JHHS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Latino Students</u>	\$500
Reduce the course schedule for staff promoted to advanced levels on the career path to incorporate instructional coaching for English, mathematics, and science	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$16,000 or difference in career path pay for two teachers

GOAL: #4	Increased Parental Involvement at All Grade Levels		Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local : Specify _____	
Identified Need :	For parents to know and understand academic programming at the high school level and how programs relate to options after high school; to create forums where families have the opportunity to ask questions and express concerns			
Goal Applies to:	Schools:	John Henry High School	Applicable Pupil Subgroups: All, but especially socio-economically disadvantaged and ethnic groups under-represented in higher education	
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Participation rates of 70% or higher for all family outreach/orientation events • 70% or greater of parents expressing satisfaction with school outreach/orientation events (parent survey) • 90% or more graduating juniors accepted to four-year universities • 70% or more students participating in extracurricular activities • 90% or more graduating juniors accepted to four-year universities 			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Hold informational sessions in the fall for 10 th grade families and in the spring for 11 th grade families to describe the high school curriculum alignment with A-G and the college application process and allow for parental input through break sessions and parent surveys	JHHS	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	500
	Hold an open-house for 9 th grade families to review Parent-Family Handbooks, school-wide goals, expectations, rules, and norms	JHHS	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	1000
	Hold a minimum of two orientations in the spring for new, incoming families to give an overview of high school programs and to educate parents about the school	JHHS	<u>X</u> ALL OR: __ Low Income pupils __ English Learners	500

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Develop parent surveys for informational sessions and open-houses	JHHS	<input checked="" type="checkbox"/> ALL	700
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Participation rates of 75% or higher for all family outreach/orientation events • 75% or greater of parents expressing satisfaction with school outreach/orientation events (parent survey) • 90% or more graduating juniors accepted to four-year universities • 75% or more students participating in extracurricular activities 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hold informational sessions in the fall for 10 th grade families and in the spring for 11 th grade families to describe the high school curriculum alignment with A-G and the college application process and allow for parental input through break sessions and parent surveys	JHHS	<input checked="" type="checkbox"/> ALL	500
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Hold an open-house for 9 th grade families to review Parent-Family Handbooks, school-wide goals, expectations, rules, and norms	JHHS	<input checked="" type="checkbox"/> ALL	1000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
	JHHS	<input checked="" type="checkbox"/> ALL	500

Hold a minimum of two orientations in the spring for new, incoming families to give an overview of high school programs and to educate parents about the school		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Develop parent surveys for informational sessions and open-houses	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	700

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Participation rates of 80% or higher for all family outreach/orientation events • 80% or greater of parents expressing satisfaction with school outreach/orientation events (parent survey) • 95% or more graduating juniors accepted to four-year universities • 80% or more students participating in extracurricular activities
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hold informational sessions in the fall for 10 th grade families and in the spring for 11 th grade families to describe the high school curriculum alignment with A-G and the college application process and allow for parental input through break sessions and parent surveys	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	500
Hold an open-house for 9 th grade families to review Parent-Family Handbooks, school-wide goals, expectations, rules, and norms	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1000

<p>Hold a minimum of two orientations in the spring for new, incoming families to give an overview of high school programs and to educate parents about the school</p>	<p>JHHS</p>	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>500</p>
<p>Refinement and use of parent surveys for informational sessions and open-houses</p>	<p>JHHS</p>	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>700</p>

GOAL: #5	Improving School Climate by Increasing Support Programs	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Higher percentages of students that feel a sense of belonging at JHHS and that feel respect and support are commonplace within the school Need for student readiness at the 11th grade-levels for college-level or Advanced Placement courses
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Goal Applies to:	Schools: John Henry High School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 80% or greater of students expressing a sense of belonging and the belief that respect and support are commonplace at JHHS (student survey) • Lower suspension rates • Attendance rates of 97% or greater • Graduation rates above 85% for four-year cohorts
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire a part-time counselor (at least 0.4) to meet with students experiencing non-academic problems	JHHS	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	20000
Hold at least one school-wide assembly that focuses on student achievement	JHHS	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	1000
Hold at least one school-wide assembly that focuses on developmentally-appropriate social/emotional concerns	JHHS	<u>X</u> ALL OR: __ Low Income pupils __ English Learners	1000

(e.g., bullying, cyber-bullying, peer-pressure, sexual education, drug and alcohol abuse, etc.)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Purchasing school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, etc.)	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	2,000
Development of the AVID curriculum at 9 th and 10 th grade levels (8 sections) to support strong academic skills and a college-going culture	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	46125
Hiring a full-time paraprofessional to help teach a college-readiness classes at the 11th grade levels	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	42000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 80% or greater of students expressing a sense of belonging and the belief that respect and support are commonplace at JHHS (student survey) • Lower suspension rates • Attendance rates of 97% or greater • Graduation rates above 85% for four-year cohorts
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire a part-time counselor (at least 0.4) to meet with students experiencing non-academic problems	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	20000

Hold at least one school-wide assembly that focuses on student achievement	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1000
Hold at least two school-wide assembly that focuses on developmentally-appropriate social/emotional concerns (e.g., bullying, cyber-bullying, peer-pressure, sexual education, drug and alcohol abuse, etc.)	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1000
Purchasing school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, etc.)	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	2,000
Development of the AVID curriculum at 11th grade levels (4 sections) to support strong academic skills and a college-going culture	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	47000
Hiring a full-time paraprofessional to help teach a college-readiness classes at the 11th grade levels	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	42000

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 80% or greater of students expressing a sense of belonging and the belief that respect and support are commonplace at JHHS (student survey) • Lower suspension rates • Attendance rates of 97% or greater • Graduation rates above 85% for four-year cohorts 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Hire a part-time counselor (at least 0.4) to meet with students experiencing non-academic problems</p>	<p>JHHS</p>	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>20000</p>
<p>Hold at least two school-wide assembly that focuses on student achievement</p>	<p>JHHS</p>	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>1000</p>
<p>Hold at least two school-wide assembly that focuses on developmentally-appropriate social/emotional concerns (e.g., bullying, cyber-bullying, peer-pressure, sexual education, drug and alcohol abuse, etc.)</p>	<p>JHHS</p>	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>1000</p>
<p>Purchasing school-themed supplies that support college-readiness skills and healthy life-long habits (e.g., water bottles, agendas, folders, athletic apparel, etc.)</p>	<p>JHHS</p>	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>2,000</p>

Development of the AVID curriculum at 12 grade level (4 sections) to college readiness	JHHS	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	48000
Hiring a full-time paraprofessional to help teach a college-readiness classes at the 11th grade levels	JHHS	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	42000

GOAL #6:	Increased Course Offerings and Increased Access to Courses and Technology to Promote Academic Achievement and the Acquisition of 21 st Century Skills		Related State and/or Local Priorities: 1__ 2_X 3_X 4__ 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Students request greater course offerings and the identified need to prepare more students for the rigors of Advanced Placement and College-level courses; staff identifying need for students to have greater preparation with technology			
Goal Applies to:	Schools:	John Henry High School		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 90% or greater of graduating students will have met all A-G requirements • 50% or greater of students expressing satisfaction with the selection of courses at JHHS (student survey) • 80% or greater of students expressing a sense of belonging and the belief that respect and support are commonplace at JHHS (student survey) • Maintaining over 60% participation rates in Advanced Placement course in the 11th grade 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Adding Spanish language courses for the 2015-2016 school-year	JHHS	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	46125	
Expanding the master schedule to allow for a greater number of AP courses and increasing instructional minutes for focused instruction in AP courses	JHHS	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	46125	

Purchase chromebooks to accomplish a 3 to 1 student to device ratio.	JHHS	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	18000
Development of the AVID program for 9 th and 10 th grades	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	10000
Use of an online course provider (Edmentum) to supplement and expand credit recovery courses offered in the summer and during the school year	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1050.00

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 90% or greater of graduating students will have met all A-G requirements • 60% or greater of students expressing satisfaction with the selection of courses at JHHS (student survey) • Maintaining 80% or greater of students expressing a sense of belonging and the belief that respect and support are commonplace at JHHS (student survey) • Over 65% participation rates in Advanced Placement course in the 11th grades
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintaining two language course options for the 2016-2017 school-year	JHHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	47125
		<input checked="" type="checkbox"/> ALL	

Maintaining the master schedule to allow for a greater number of AP courses and increasing instructional minutes for focused instruction in AP courses	JHHS	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	47125
Purchase chromebooks to accomplish a 2 to 1 student to device ratio.	JHHS	<u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	18000
Development of the AVID program for 11 th grade	JHHS	<u>X ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	10000
Use of an online course provider (Edmentum) to supplement and expand credit recovery courses offered in the summer and during the school year	JHHS	<u>X ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1050.00
Actions/Services	LCAP Year 3: 2017-18	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintaining two language course options for the 2016-2017 school-year	Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 95% or greater of graduating students will have met all A-G requirements 70% or greater of students expressing satisfaction with the selection of courses at JHHS (student survey) Maintaining 80% or greater of students expressing a sense of belonging and the belief that respect and support are commonplace at JHHS (student survey) Over 70% participation rates in Advanced Placement course in the 11th grades 	48000

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Maintaining the master schedule to allow for a greater number of AP courses and increasing instructional minutes for focused instruction in AP courses	JHHS	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	48000
Purchase chromebooks to accomplish a 2 to 1 student to device ratio.	JHHS	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	18000
Development of the AVID program for 11th grade	JHHS	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	10000
Use of an online course provider (Edmentum) to supplement and expand credit recovery courses offered in the summer and during the school year	JHHS	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1050.00

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 school sites 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:	Goal # 1: Provide High Quality Curriculum That Promotes College and Career Readiness with Academic Supports and Interventions	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools: John Henry High (JHHS)	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 40% of instructional materials in core subjects aligned to CCSS or approved by the Advanced Placement program 55% or greater of all students scoring "3" or higher on Advanced Placement exams 60% of ELL students advancing in at least 1 category of the CELDT each year Participation rates of over 50% in Advanced Placement course for all statistically significant subgroups in 11th and 12th grades 80% of all students scoring advanced or proficient on CST in Life Science 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> 40% of instructional materials in core subjects aligned to CCSS or approved by the Advanced Placement program 75% of all students scoring "3" or higher on Advanced Placement exams 60% of ELL students advancing in at least 1 category of the CELDT Participation rates of over 50% in Advanced Placement course for all statistically significant subgroups in 11th and 12th grades 84% of all students scoring advanced or proficient on CST in Life Science
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
100% of 9 th and 10 th grade students participating in the Advancement Via Individual Determination program	\$20,446	100% of 9 th and 10 th grade students are participating in the Advancement Via Individual Determination program	\$20,446
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR:		OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Use of Northwest Evaluation Association assessment system for 9 th -11 th grade. Interim assessments to be administered no less than 2 times per year.	\$2,500	Northwest Evaluation Association assessment system for 9 th -11 th grade. Interim assessments were administered no less than 2 times per year.	\$2,500
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Purchase of textbooks aligned to new CCSS and NGSS or textbooks approved by Advanced Placement program	\$50,000 or 72% of textbook budget	Purchased AP Human Geography, AP English Language, and AP Biology textbooks approved by the Advanced Placement program	72% of textbook budget
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Hiring 1 full-time paraprofessional to support math and science instruction as well as students with ELL designations	\$42,000	Hired 1 full-time paraprofessional to support math and science instruction as well as students with ELL designations	\$42,000
Scope of service:		Scope of service:	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	A training/professional development calendar will be developed over the summer including key training dates with curriculum partners and instructional coaches for the 2016-2017 school year. JHHS also adopted the Expository Reading and Writing Course through the California State University system and will continue to use the curriculum to inform instruction at the upper grade levels.		

Original GOAL from prior year LCAP:	Goal # 2: Retain High Quality Teaching Staff & Provide Professional Development That Is Culturally Responsive and Aligned to CCSS and NGSS (including tools such as mentor staff, film sessions, and real-time role play)		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	John Henry High (JHHS)		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	ALL		
	<ul style="list-style-type: none"> Staff retention of 70% or greater from 2015-2016 80% or more of staff reporting satisfaction with professional support and development as determined by the mid-year staff survey Implementation of CCSS in 100% of weekly lesson plans in core subjects (math, science, English, social science) Implementation of NGSS in 100% of weekly science lesson plans 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Staff retention of 88% from 2015-2016 80% of staff reported satisfaction with professional support and development as determined by the mid-year staff survey Implementation of CCSS in 100% of weekly lesson plans in core subjects (math, science, English, social science) Implementation of NGSS in 100% of weekly science lesson plans 	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
All staff will have Professional Growth Plans, monthly observations and coaching, and review of weekly lesson plans	\$35,000 or half of Dean of Instruction salary	All staff have Professional Growth Plans, monthly observations and coaching, and review of weekly lesson plans	\$35,000	
Scope of service:		Scope of service:		
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR:		OR:		

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
All staff teaching core subjects will participate in professional development aligned to CCSS and/or NGSS at least 3 times during the 2015-2016 school year	\$7,000 or 1/3 of professional development budget	All staff teaching core subjects participated in professional development aligned to CCSS and/or NGSS at least 3 times during the 2015-2016 school year	1/3 of professional development budget
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
At least 1 professional development workshop for teachers on implementing CCSS for English Language Learner population	\$500	1 professional development workshop for teachers on implementing CCSS for English Language Learner population	\$500
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Reduced course load for staff promoted to advanced levels through the AMPS career path to incorporate instructional coaching for English, math, and science	\$27,000 or 3/5 starting teacher's salary	Reduced course load for staff promoted to advanced levels through the AMPS career path to incorporate instructional coaching for English, math, and science	\$27,000

Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
At least 3 staff workshops on analyzing interim assessment results and using data to inform instruction	\$1,500		5 staff workshops on analyzing interim assessment results and using data to inform instruction	\$1,500	
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	JHHS hired a Dean of Instruction to assist with staff retention and professional development as well as coaching and teacher observations. One major area that needs to be improved is the mentoring and coaching of emerging teachers especially, those who are teaching AP courses. The Dean of Instruction role will be key in maintaining accountability and professional growth plans will be a major target throughout the year.				

Original GOAL from prior year LCAP:	Goal # 3: Implementation of CCSS and NGSS with Instructional Materials and CCSS Aligned Assessment Systems (with the goal of increasing literacy and math proficiency across the grade levels)		Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools:	John Henry High (JHHS)		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 40% of instructional materials in core subjects aligned to CCSS or approved by the Advanced Placement program Student growth on interim assessments aligned to CCSS for 70% of all pupils over the course of the year Student growth on interim assessments aligned to CCSS for 60% of all socio-economically disadvantaged pupils over the course of the year Student growth on interim assessments aligned to CCSS for 50% of all ELL pupils over the course of the year 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> 40% of instructional materials in core subjects aligned to CCSS or approved by the Advanced Placement program Student growth on interim assessments aligned to CCSS for 70% of all pupils over the course of the year Student growth on interim assessments aligned to CCSS for 60% of all socio-economically disadvantaged pupils over the course of the year Student growth on interim assessments aligned to CCSS for 60% of all ELL pupils over the course of the year
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Use of Northwest Evaluation Association assessment system for 9 th -11 th grade. Interim assessments to be administered no less than 2 times per year.	\$2,500	Use of Northwest Evaluation Association assessment system for 9 th -11 th grade. Interim assessments administered 2-3 times per year.	\$2,500	
Scope of service:		Scope of service:		
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR:		OR:		

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Professional development on maintaining equity within the Advanced Placement program	\$700	Professional development on maintaining equity within the Advanced Placement program	\$700
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
At least 1 professional development workshop for teachers on implementing CCSS for English Language Learner population	\$500	1 professional development workshop for teachers on implementing CCSS for English Language Learner population	\$500
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Reduced course load for staff promoted to advanced levels through the AMPS career path to incorporate instructional coaching for English, math, and science	\$16,000 or difference in career path pay for 2 teachers	Reduced course load for staff promoted to advanced levels through the AMPS career path to incorporate instructional coaching for English, math, and science	\$16,000
Scope of service:		Scope of service:	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	To meet Common Core State Standards, there will be additional supplemental materials that will be purchased. We are purchasing ELA framework materials in the summer of 2016 and our teachers have developed a curriculum list of novels that we will be using to supplement our needs. Lexile levels will also be used to modify the list and purchase new novels as needed. JHHS has adopted new textbooks for Human Geography and will be purchasing new textbooks for World History.		

Original GOAL from prior year LCAP:	Goal # 4: Increase Parental Involvement at All Grade Levels		Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5_x 6_x 7_x 8_x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	John Henry High (JHHS)		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Participation rates of 70% or higher for all family outreach/orientation events • 70% or greater of parents expressing satisfaction with school outreach/orientation events (parent survey) • 90% or more graduating seniors accepted to 4-year universities • 70% or more students participating in extracurricular activities 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Participation rates of 75% for all family outreach/orientation events • 71% of parents expressing satisfaction with school outreach/orientation events (parent survey) • 85% or more graduating seniors accepted to 4-year universities • 71% of students participate in extracurricular activities
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Hold informational sessions in the fall for 10 th grade families and in the spring for 11 th grade families to describe the high school curriculum alignment with A-G, the college application process, and allow for parental input through break sessions and parent surveys	\$500	Held 1 informational sessions in the fall for 10 th grade families and in the spring for 11 th grade families to describe the high school curriculum alignment with A-G, the college application process, and allow for parental input through break sessions and parent surveys	\$500	
Scope of service:		Scope of service:		
x ALL		_x_ ALL		
OR:	__Low Income pupils __English Learners	OR:	__Low Income pupils __English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Hold an open house for 9 th grade families to review parent/family handbook, school wide goals, expectations, rules and norms		\$1,000	Held an open house for 9 th and 10 th grade families to review parent/family handbook, school wide goals, expectations, rules and norms		\$1,000
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Hold a minimum of 2 orientation in the spring for new incoming families to give an overview of high school programs and to educate parents about the school		\$500	Held 2 orientations in the spring for new incoming families to give an overview of high school programs and to educate parents about the school		\$500
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Develop parent surveys for informational sessions and open houses		\$700	Developed a parent surveys for informational sessions and open houses		\$700
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>JHHS will develop a mid-year parent survey to provide more communication about what is working and what is not working for parents. We also implemented the use of Illuminate Education’s assessment portal to give parents 24-hour access to student progress data. Next year, we are going to have more parent nights to have more communication and transparency with parents.</p>		

Original GOAL from prior year LCAP:	Goal # 5: Improving School Climate by Increasing Support Programs	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: John Henry High (JHHS)	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 80% or greater of students expressing a sense of belonging and the belief that respect and support are commonplace at JHHS (student survey) • Lower suspension rates • Attendance rates of 97% or greater • Graduation rates above 85% for four-year cohorts 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 80% of students expressing a sense of belonging and the belief that respect and support are commonplace at JHHS (student survey) • Lower suspension rates than last year • Attendance rates of 97% • Graduation rates above 85% for four-year cohorts
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LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Hire a part-time counselor (at least 0.4) to meet with students experiencing non-academic problems		\$20,000	Hired a school psychologist to meet with students experiencing non-academic problems		\$20,000 (1/6 th of school psychologist salary)
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
		\$1,000			\$1,000

Hold at least 1 school-wide assembly that focuses on student achievement		Held 1 school-wide assembly that focuses on student achievement	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Hold at least 1 school-wide assembly that focuses on developmentally-appropriate social/emotional concerns (e.g. bullying, cyber-bullying, peer-pressure, sexual education, drug and alcohol abuse, etc.)	\$1,000	Held 1 school-wide assembly that focused on developmentally-appropriate social/emotional concerns (bullying, cyber-bullying, peer-pressure)	\$1,000
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Purchasing school-themed supplies that support college readiness and healthy life-long habits (e.g. water bottles, agendas, folders, athletic apparel, etc.)	\$2,000	Purchased school-themed supplies that support college readiness and healthy life-long habits (e.g. water bottles, agendas, folders, athletic apparel, etc.)	\$5,000
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Development of AVID curriculum at 9 th and 10 th grade levels to support strong academic skills and a college-going culture		\$46,125	Developed the AVID curriculum at the 9 th and 10 th grade levels to support strong academic skills and a college-going culture		\$46,125
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Hiring a full-time paraprofessional at the 11 th and 12 th grade levels to help teach college-readiness classes		\$42,000	Hired a full-time paraprofessional at the 11 th and 12 th grade levels to help teach college-readiness classes		\$42,000
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		JHHS will promote literacy nights along with College Nights for all students. We will also provide translation in languages such as Mandarin and Spanish for parents who attend. We are also working on developing the AVID curriculum for 12 th grade students in order to provide the study skills and life-long habits that they will need in order to succeed at the college level.			

Original GOAL from prior year LCAP:	Goal # 6: Increase Course Offerings and Increase Access to Courses and Technology to Promote Academic Achievement and the Acquisition of 21 st Century Skills		Related State and/or Local Priorities: 1_ 2_x 3_x 4_ 5_x 6_x 7_x 8_x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	John Henry High (JHHS)		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	ALL		
	<ul style="list-style-type: none"> 90% or greater of graduating students will have met all A-G requirements 50% or greater of students expressing satisfaction with the selection of courses at JHHS 80% or greater of students expressing a sense of belonging and the belief that respect and support are commonplace at JHHS Maintaining 60% or more of 11th and 12th grade participation in Advanced Placement courses 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> 90% of graduating students will have met all A-G requirements 50% of students expressing satisfaction with the selection of courses at JHHS 80% of students expressing a sense of belonging and the belief that respect and support are commonplace at JHHS Maintaining 60% participation rates of 11th and 12th graders in Advanced Placement courses 	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Adding Spanish language courses for the 2015-2016 school year	\$46,125	Added 2 Spanish language courses for the 2015-2016 school year	\$46,125	
Scope of service:		Scope of service:		
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

Expanding the master schedule to allow for a greater number of AP courses and increasing instructional minutes for focused instruction in AP courses		\$46,125	Expanded the master schedule to allow for a greater number of AP courses and increased instructional minutes for focused instruction in AP courses		\$46,125
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Purchase Chromebooks to accomplish a 3 to 1 student to device ratio		\$18,000	Purchased Chromebooks to accomplish a 2 to 1 student to device ratio		\$18,000
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Development of the AVID program for 9 th and 10 th grades		\$10,000	Development of the AVID program for 9 th and 10 th grades		\$10,000
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Use of an online course provider (EdMentum) to supplement and expand credit recovery courses offered in the summer and during the school year		\$10,500	Use of an online course provider (EdMentum) to supplement and expand credit recovery courses offered in the summer and during the school year		\$10,500
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		JHHS will add more Advanced Placement courses to our master scheduled in the next few years. We will also expand the AVID program to all grade levels. Our college advisor and the Dean of Students will provide more college related information to maintain high graduation rates and college-going rates.			

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$358,000
1. We will set invest about 53% of the funds to increase tutoring and blended learning services for our students. This will include both during the school day and our after school program and will help us better differentiate for each student based on their needs.	
2. We will be investing in technology resources and software in the amount of 37% to provide students with computers, assessments and instructional software in the classroom to more effectively personalize learning based on student need.	
3. Finally, we will be investing about 10% to fund a Director of Instructional Quality who will help with coaching and PD of the staff to better equip them for teaching our students.	

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.

18.33	%	The majority of the investments will be used to service our low income pupils, foster youth, and English Language Learners. Due to our high levels of unduplicated students, we believe that investing in services that help assess individual students and provide targeting instruction and tutoring is key to helping them grow academically. The new assessments we are conducting with NWEA/MAP will help us understand the level every student is currently at while the new investment in ST Math will personalize instruction based on the level of the individual student. Ensuring access to individual computers is vital in this endeavor, so we are investing in purchasing additional chrome books so all students have access to them and in enrichment soft wares to better target needs of individual students.
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