

**Introduction:**

**LEA:** Healdsburg Charter School **Contact (Name, Title, Email, Phone Number):** Chris Vanden Heuvel, Superintendent, cvandenheuvel@husd.com, **LCAP Year:** 2016-17

### ***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>Note: The Healdsburg Charter School Governing Council serves as the LCAP Advisory Committee. Parents, teachers, administrators, classified staff and community members are all members of the Governing Council. Students are not on k-5 Governing Councils.</p> <p>3/27/14 – DELAC reviews LCAP process, timelines and opportunities for input. 4/16/14 – Board review of LCAP and how this connects to reviewing needs and establishing priorities.</p>	<ul style="list-style-type: none"> <li>• Teachers identified the need to continue CCSS and 21st century learning and technology skills training. This is included in the LCAP.</li> <li>• A k-5 School Psychologist focus on social/emotional services has been hired for 2015-16 as recommended by the HES Governing Council. This is included in the LCAP.</li> <li>• DELAC and ELAC parents want interventions provided for students, particularly in math, at the junior high level. Interventions and support classes are included in the LCAP.</li> </ul>

<p>4/8/14 – HCS Governing Council reviews the scope of the LCAP and their role in providing input.</p> <p>4/21/14 – Teacher input on need for CCSS professional development and technology training.</p> <p>5/1/14 – Parents begin to take the LCAP parent survey.</p> <p>5/8/14 – DELAC reviews the 8 priority areas and the 4 target groups and the findings on the priorities. DELAC discusses ideas for how to address priorities and get input on how to address needs and priorities.</p> <p>5/13/14 – HES Governing Council reviews and gives input on the final LCAP.</p> <p>5/21/14 – The Board reviews the LCAP findings on the state priorities and provides an opportunity for public comment. The DELAC makes a presentation to the Board on the LCAP.</p> <p>Late May/early June – Make LCAP priority findings and template available to HCS staff and solicit comments and input.</p> <p>Late May/early June – The superintendent responds in writing to feedback/questions from Governing Council (LCAP Advisory Group) and DELAC.</p> <p>6/12/14 – Board reviews the HCS LCAP template and budget.</p> <p>6/18/14 – Public hearing on the LCAP. Public hearing on the Budget. 6/25/14 – HCS LCAP is approved. Budget is approved</p>	<ul style="list-style-type: none"> <li>• DELAC wants parent leadership training. This will continue and be expanded in the LCAP.</li> <li>• DELAC and ELAC parents want more technology training.</li> <li>• DELAC and ELAC parents want to .</li> <li>• The HES LCAP Advisory Committee recommended additional options for students in the intensive English Language Development program to earn credits to stay on track for high school graduation. Summer school programs and on-line courses have been added in the LCAP to address this need.</li> </ul>
<p><b>Annual Update:</b></p> <p>Note: Governing Councils at each school serve as the LCAP Advisory Committee., Parents,community members, teachers, administrators, counselors, and classified staff are all members of the Governing Council.</p> <p>8/2015 - District Leadership team reviews alignment of District LCAP and Charter with HCS LCAP</p> <p>9/2015 - HUSD Board of Trustees approve LCAP Calendar</p> <p>10/2015 - District Leadership Team reviews goals, actions/services and available data</p> <p>11/2015 - Principals review current goals, actions/services and available data with constituency groups (eg. Governing Councils, both Certificated and Classified staff)</p> <p>11/2015 - Director of Curriculum and Instruction reviews goals, actions/services and available data with District Curriculum Committee</p>	<p><b>Annual Update:</b></p> <p>Input from Governing Council (Parents and HUSD Staff):</p> <p>GOAL #1</p> <ul style="list-style-type: none"> <li>• Align HCS programs with HJH and HHS</li> <li>• Request more intro to careers K-5, guest speakers, such as college professors and students, to discuss options</li> <li>• Request summer internships and/or exchange programs</li> <li>• Request a full-time Instructional Technology Coach</li> </ul> <p>GOAL #2</p> <ul style="list-style-type: none"> <li>• AE techniques infused in charter</li> <li>• Transitional support for AE students to Charter</li> </ul> <p>GOAL #3</p> <ul style="list-style-type: none"> <li>• Summer social and like events</li> <li>• Math and science nights</li> <li>• Bring back parent involvement committee, or some version of it</li> </ul>

11/2015 - Online Parent survey launched  
 11/2015 - Director of Student Services reviews goals, action/services and available data with DELAC  
 11/2015 - Director of Special Educaiton reviews goals, action/services and available data with Special Ed PLC  
 11/2015 - DELAC reviews LCAP process, timelines and opportunities for input.  
 12/2015 - LCAP Advisory Committee begins preparing mid-year update for the HUSD Board of Trustee's  
 1/20/2016 - Director of Curriculum and Instruction provides mid-year update to the HUSD Board of Trustee's  
 3/3/16 - HCS Governing Council reviews and provides input on the LCAP.  
 3/10/16 - DELAC reviews and provides input on the LCAP  
 3/16/18 - Director of Curriculum and Instruction solicits Board of Trustee's input; focusing on transition from 9 Goals 9 to 5 Goals and provides data review  
 3/2017 - Online Parent Survey closed  
 3/21/16 - ELAC reviews and provides input on the LCAP  
 3/29/16 - Healdsburg Charter School Faculty reviews and provides input on the final LCAP  
 4/20/16 - Director of Curriculum and Instruction solicits Board of Trustee's input on Actions and Services  
 5/2016 – Draft LCAP made available for further input  
 6/7/15 – HUSD Board of Trustee's reviews the final LCAP and budget.  
 6/7/15 – Public hearing held on the LCAP. Public hearing on the Budget.  
 6/15/15 – LCAP is approved. Budget is approved.

- Private Facebook Group for Charter K-5 parents, students, teachers
- Promote PBL presentations
- K-2 only school psychologist
- Healthy School Food enforced - decrease child obesity epidemic in our country
- Weekly morning Charter assembly: 5-10 minutes, increase unity of school, what's happening this week, acknowledge birthdays,
- More modern and "warm & fuzzy" email communication from District

#### GOAL #4

- request a full-time school psychologist
- request like a K-2 or K-5 only Instructional Tech Coach
- request Reading Specialist at K-2

#### GOAL #5

- Flat screens in all classrooms
- New furniture to support PBL
- Renovations: lights, connectivity, a stage

#### Impact of input from DELAC/ELAC: .

- Continue to implement and purchase more technology (devices, software, large monitors for classrooms) and retain instructional technology coaches
- Investigate increased English and Spanish literacy classes for parents in the morning and evening

#### Input from Board of Trustees:

- Continue to implement and purchase more technology (devices, software, large monitors for classrooms) and retain instructional technology coaches
- Continue regular water quality monitoring
- Continue to use data to inform decision-making
- Continue Accelerated English (ELD Program)
- Continue to expand Parent Engagement opportunities
- Improve monitoring and support of RFEP students. Hire "EL Mentor"

#### Input from Special Education PLC:

- Continue regular communication with parents (eg. workshops, meetings, email, phone calls, etc)
- Continue-5 School Psychologist
- Continue implementation of Toolbox, Second Step, Scholastic, Read180 and System 44 curriculum

- Continue to implement and purchase more technology (devices, software, large monitors for classrooms) and retain instructional technology coaches
- Robust transition services program
- Continue implement and purchase more technology (devices, software, large monitors for classrooms) and retain instructional technology coaches

Input sessions with staff were very positive with recommendations to continue current programs.

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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



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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 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?

<p>GOAL 1:</p>	<p>Increase College and Career Preparation (2015-16 Goals--5, 6, 8)</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>          COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>          Local : Specify</p>
<p>Identified Need :</p>	<p>All students, including English Language Learners, low income, foster youth and students with disabilities, need highly qualified and appropriately assigned teachers, access to technology and standards-aligned curriculum that meet Williams requirements preparing them to be college and career ready in the 21st century which will increase the graduation rate and post-secondary attendance. Benchmarks are needed to monitor student progress and plan instruction in response. Students, including English Language Learners, low income, foster youth and students with disabilities and intervention/additioanl support when necessary.</p>	
<p>Goal Applies to:</p>	<p>Schools: All          Applicable Pupil Subgroups:</p>	<p>All</p>

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- Increase percentage of students reading at grade level lexile at mid and end of year benchmarks by 1-3% annually. Benchmarks are a work in progress, expect reportable data beginning in 2016-17. 62% CAASSP ELA Exceeded or Met Standard 2015-16
- Increase percentage of students writing at grade level expectation at mid and end of year Benchmarks by 1-3% annually. Benchmarks are a work in progress, expect reportable data beginning in 2016-17.
- Increase math benchmark scores (grades 2 and 5) at mid and end of year benchmarks by 1-3% annually. Benchmarks are a work in progress, expect reportable data beginning in 2016-17. 57% CAASSP Math Exceeded or Met Standard 2015-16
- Increase percentage of students who met or exceed standard in English Language Arts/Literacy and math on CAASSP by 3-5% annually. 62% CAASSP ELA Exceeded or Met Standard 2015-16. 57% CAASSP Math Exceeded or Met Standard 2015-16.
- # of Teachers NCLB Compliant, maintain 100%
- Rate of Teachers Misassignments, maintain 0%
- Students access to standards-aligned instructional materials, remain William Act compliant. Maintain 100%.
- Increase performance on Healthy Fit Zone test by 1-3% annually. 93% of 5th graders met 5 of 6 fitness standards.
- Students access and enrollment in all required areas of study (Grades 1-6: English, math, social science, science, visual and performing arts, health, physical education), maintain 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt new CCSS-aligned ELA/ELD curriculum.	All HCS	<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)	Curriculum tbd 4000-4999: Books And Supplies Lottery 5,000.00
Review, refine and use benchmark data to monitor student progress and adjust instruction/intervention in ELA, ELD, math and science grades k-5.	All HCS	<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	Educator Assessment and Data Management System (EADMS) - PROVIDED BY HUSD Learning Management System (LMS) - PROVIDED BY HUSD

		English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue the 182 day school year to support additional instructional minutes.	All HCS	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff cost for 2 day increase 1000-1999: Certificated Personnel Salaries General Fund 9,723 <hr/> Salary driven costs for 2 day increase 3000-3999: Employee Benefits General Fund 2,853
Provide instruction through rigorous 21st century interdisciplinary inquiry-based projects.	All HCS	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Retain K-5 School Psychologist to focus on social/emotional barriers to learning	All HCS	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	K-5 Psychologist - PROVIDED BY HUSD <hr/> Salary driven costs for K-8 Psychologist - PROVIDED BY HUSD

Provide interventions to increase the achievement of low-income pupils. Intervention Teachers (+1.0 FTE 2016-17) and paraprofessionals provide support to students in small groups or individually to accelerate learning.	All HCS	<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)	PROVIDED BY HUSD
Continue to implement Writing by Design curriculum and Accelerated Reader to support literacy.	All HCS	<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)	PROVIDED BY HUSD
Implement newly adopted CCSS-aligned math curriculum and provide professional development.	All HCS	<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)	Curriculum tbd 4000-4999: Books And Supplies Lottery 5,000.00
Continue to provide 3 days of pupil-free professional development days and additional PD time for teachers by providing substitutes and extra-duty pay.	All HCS	<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)	Pupil-free days - substitute salaries 1000-1999: Certificated Personnel Salaries General Fund 5,880.00 Pupil-free days - salary-driven costs 3000-3999: Employee Benefits General Fund 740.00
Continue to support high-quality teachers through North	All HCS	<input checked="" type="checkbox"/> All	PROVIDED BY HUSD

<p>Coast Beginning Teacher Program (NCBTP) and Peer Assistance Review (PAR)</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>Continue After School Education and Safety Program (ASES) in partnership with City of Healdsburg Parks and Recreation Department</p>	<p>All HCS</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>PROVIDED BY HUSD                  -----                  PROVIDED BY HUSD</p>
<p>Continue implementation of Next Generation Science Standards (NGSS) by providing Professional Development and purchasing curriculum, when available.</p>	<p>All HCS</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Curriculum tbd 4000-4999: Books And Supplies LCFF 1,100.00</p>
<p>Implement k-5 standards-based report cards.</p>	<p>All HCS</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>PROVIDED BY HUSD</p>
<p>Implement Blended Learning with Station Rotation. Provide Professional development. Access to technology and software.</p>	<p>k-5 HCS</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>NOT APPLICABLE TO HCS</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to increase access and use of technology	All HCS	<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)	No additional costs

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Increase percentage of students reading at grade level lexile (grades 2 and 5) at mid and end of year benchmarks by 1-3% annually</li> <li>• Increase percentage of students writing at grade level expectation (grades 2 and 5) at mid and end of year Benchmarks by 1-3% annually</li> <li>• Increase math benchmark scores (grades 2 and 5) at mid and end of year benchmarks by 1-3% annually</li> <li>• Increase percentage of students who met or exceed standard in English Language Arts/Literacy and math on CAASSP by 3-5% annually</li> <li>• # of Teachers NCLB Compliant, maintain 100%</li> <li>• Rate of Teachers Misassignments, maintain 0%</li> <li>• Students access to standards-aligned instructional materials, remain William Act compliant</li> <li>• Increase performance on Healthy Fit Zone test by 1-3% annually</li> <li>• Students access and enrollment in all required areas of study (Grades 1-6: English, math, social science, science, visual and performing arts, health, physical education), maintain 100%</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt new CCSS-aligned ELA/ELD curriculum.	All HCS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Curriculum tbd 4000-4999: Books And Supplies Lottery 5,000.00



		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Review, refine and use benchmark data to monitor student progress and adjust instruction/intervention in ELA, ELD, math and science grades k-5.	All HCS	<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)	Educator Assessment and Data Management System (EADMS) - PROVIDED BY HUSD <hr/> Learning Management System (LMS) - PROVIDED BY HUSD
		<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)	
Continue the 182 day school year to support additional instructional minutes.	All HCS	<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)	Staff cost for 2 day increase 1000-1999: Certificated Personnel Salaries General Fund 9,723 <hr/> Salary driven costs for 2 day increase 3000-3999: Employee Benefits General Fund 2,853
Provide instruction through rigorous 21st century interdisciplinary inquiry-based projects.	All HCS	<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	No additional costs

		English proficient _ Other Subgroups: (Specify)	
Retain K-5 School Psychologist to focus on social/emotional barriers to learning	All HCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	K-5 Psychologist Salary driven costs for K-8 Psychologist - PROVIDED BY HUSD
Provide interventions to increase the achievement of low-income pupils. Intervention Teachers (+1.0 FTE 2016-17) and paraprofessionals provide support to students in small groups or individually to accelerate learning.	All HCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PROVIDED BY HUSD
Continue to implement Writing by Design curriculum and Accelerated Reader to support literacy.	All HCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PROVIDED BY HUSD
Implement newly adopted CCSS-aligned math curriculum and provide professional development.	All HCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Curriculum tbd 4000-4999: Books And Supplies Lottery 5,000.00

Continue to provide 3 days of pupil-free professional development days and additional PD time for teachers by providing substitutes and extra-duty pay.	All HCS	<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)	Pupil-free days - substitute salaries 1000-1999: Certificated Personnel Salaries General Fund 5,880.00 Pupil-free days - salary-driven costs 3000-3999: Employee Benefits General Fund 740.00
Continue to support high-quality teachers through North Coast Beginning Teacher Program (NCBTP) and Peer Assistance Review (PAR)	All HCS	<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)	PROVIDED BY HUSD
Continue After School Education and Safety Program (ASES) in partnership with City of Healdsburg Parks and Recreation Department	All HCS	<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)	PROVIDED BY HUSD PROVIDED BY HUSD
Continue implementation of Next Generation Science Standards (NGSS) by providing Professional Development and purchasing curriculum, when available.	All HCS	<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)	Curriculum tbd 4000-4999: Books And Supplies LCFF 1,100.00
Implement k-5 standards-based report cards.	All HCS	<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)	PROVIDED BY HUSD

		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement Blended Learning with Station Rotation. Provide Professional development. Access to technology and software.	k-5 HCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	NOT APPLICABLE TO HCS
Continue to increase access and use of technology	All HCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

- Increase percentage of students reading at grade level lexile (grades 2 and 5) at mid and end of year benchmarks by 1-3% annually
- Increase percentage of students writing at grade level expectation (grades 2 and 5) at mid and end of year Benchmarks by 1-3% annually
- Increase math benchmark scores (grades 2 and 5) at mid and end of year benchmarks by 1-3% annually
- Increase percentage of students who met or exceed standard in English Language Arts/Literacy and math on CAASSP by 3-5% annually
- # of Teachers NCLB Compliant, maintain 100%
- Rate of Teachers Misassignments, maintain 0%
- Students access to standards-aligned instructional materials, remain William Act compliant
- Increase performance on Healthy Fit Zone test by 1-3% annually
- Students access and enrollment in all required areas of study (Grades 1-6: English, math, social science, science, visual and performing arts, health, physical education), maintain 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt new CCSS-aligned ELA/ELD curriculum.	All HCS	<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)	Curriculum tbd 4000-4999: Books And Supplies Lottery 5,000.00
Review, refine and use benchmark data to monitor student progress and adjust instruction/intervention in ELA, ELD, math and science grades k-5.	All HCS	<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:	Educator Assessment and Data Management System (EADMS) - PROVIDED BY HUSD Learning Management System (LMS) - PROVIDED BY HUSD

		(Specify)	
Continue the 182 day school year to support additional instructional minutes.	All HCS	<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)	Staff cost for 2 day increase 1000-1999: Certificated Personnel Salaries General Fund 9,723 Salary driven costs for 2 day increase 3000-3999: Employee Benefits General Fund 2,853
Provide instruction through rigorous 21st century interdisciplinary inquiry-based projects.	All HCS	<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)	No additional costs
Retain K-5 School Psychologist to focus on social/emotional barriers to learning	All HCS	<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)	K-5 Psychologist - PROVIDED BY HUSD Salary driven costs for K-8 Psychologist - PROVIDED BY HUSD
Provide interventions to increase the achievement of low-income pupils. Intervention Teachers (+1.0 FTE 2016-17) and paraprofessionals provide support to students in small groups or individually to accelerate learning.	All HCS	<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)	PROVIDED BY HUSD

<p>Continue to implement Writing by Design curriculum and Accelerated Reader to support literacy.</p>	<p>All HCS</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>PROVIDED BY HUSD</p>
<p>Implement newly adopted CCSS-aligned math curriculum and provide professional development.</p>	<p>All HCS</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Curriculum tbd 4000-4999: Books And Supplies Lottery 5,000.00</p>
<p>Continue to provide 3 days of pupil-free professional development days and additional PD time for teachers by providing substitutes and extra-duty pay.</p>	<p>All HCS</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Pupil-free days - substitute salaries 1000-1999: Certificated Personnel Salaries General Fund 5,880.00  Pupil-free days - salary-driven costs 3000-3999: Employee Benefits General Fund 740.00</p>
<p>Continue to support high-quality teachers through North Coast Beginning Teacher Program (NCBTP) and Peer Assistance Review (PAR)</p>	<p>All HCS</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>PROVIDED BY HUSD</p>
<p>Continue After School Education and Safety Program (ASES) in partnership with City of Healdsburg Parks and Recreation Department</p>	<p>All HCS</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>PROVIDED BY HUSD  PROVIDED BY HUSD</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue implementation of Next Generation Science Standards (NGSS) by providing Professional Development and purchasing curriculum, when available.	All HCS	<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)	Curriculum tbd 4000-4999: Books And Supplies LCFF 1,100.00
Implement k-5 standards-based report cards.	All HCS	<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)	PROVIDED BY HUSD
Implement Blended Learning with Station Rotation. Provide Professional development. Access to technology and software.	k-5 HCS	<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)	NOT APPLICABLE TO HCS
Continue to increase access and use of technology	All HCS	<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	No additional costs



		English proficient _ Other Subgroups: (Specify)	
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 2:	Increase English Proficiency for English Language Learners (2015-16 Goal- 9)	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need : All students need to read, write and communicate in English for success in college, career and life.

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

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes: Increase the percentage of English Learners who gain at least one language proficiency level, as measured by CELDT by 3-5% annually. In 2015-16, 32% of ELs had positive movement from one CELDT level to another. In 2014-15 44%of ELs had positive movement from one CELDT level to another.

Increase the percentage of English Learners who are reclassified as Fluent English Proficient (REFP) within 5 years of enrolling in our schools by 3-5% annually. In 2015-16, 15% of ELs were RFEP. 2014-15, 10% of ELLs were RFEP.

All English Language Learners will receive designated ELD services daily, maintain 100%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the ELD program to address the needs of English Learners to include methods, curriculum and assessments through professional development and coaching support.	All HCS	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	PROVIDED BY HUSD
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	

		English proficient _ Other Subgroups: (Specify)	
Continue to provide informational workshops such as: Common Core Math; Financial Aid Night, Community Resources Fair, Student Achievement Data, Summer Programs, Importance of Health and Nutrition, etc.	All HCS	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	PROVIDED BY HUSD
Adopt new CCSS-aligned ELA/ELD curriculum.	All HCS	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	See Goal 1.1
Continue ELD summer school program to extend students' opportunity to learn.	All HCS	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	PROVIDED BY HUSD PROVIDED BY HUSD PROVIDED BY HUSD
Expand Accelerated English Principles and methods to Healdsburg Charter School classrooms/teachers to support ELD Students and RFEP students.	All HCS	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Fund 01, Res 9875, Mgmt AELI 5800: Professional/Consulting Services And Operating Expenditures Donations 10,000.00

<p>Increase intervention staff.</p>	<p>All HCS</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>PROVIDED BY HUSD</p>
<p>Increase access to technology through 2:1 program and additional software (eg. IXL, Dreambox, iReady, Lexia, etc).</p>	<p>All HCS</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Specifics tbd; paid from site discretionary funds - Res 0000, Sites 221 &amp; 231 5000-5999: Services And Other Operating Expenditures General Fund 15,000.00</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the percentage of English Learners who gain at least one language proficiency level, as measured by CELDT by 3-5% annually</p> <p>Increase the percentage of English Learners who are reclassified as Fluent English Proficient (REFP) within 5 years of enrolling in our schools by 3-5% annually</p> <p>All English Language Learners will receive designated ELD services daily, maintain 100%.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue the ELD program to address the needs of English Learners to include methods, curriculum and assessments through professional development and coaching support.</p>	<p>All HCS</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>PROVIDED BY HUSD</p>

<p>Continue to provide informational workshops such as: Common Core Math; Financial Aid Night, Community Resources Fair, Student Achievement Data, Summer Programs, Importance of Health and Nutrition, etc.</p>	<p>All HCS</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>PROVIDED BY HUSD</p>
<p>Adopt new CCSS-aligned ELA/ELD curriculum.</p>	<p>All HCS</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>See Goal 1.1</p>
<p>Continue ELD summer school program to extend students' opportunity to learn.</p>	<p>All HCS</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>PROVIDED BY HUSD PROVIDED BY HUSD PROVIDED BY HUSD</p>
<p>Expand Accelerated English Principles and methods to Healdsburg Charter School classrooms/teachers to support ELD Students and RFEP students.</p>	<p>All HCS</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Fund 01, Res 9875, Mgmt AELI 5800: Professional/Consulting Services And Operating Expenditures Donations 10,000.00</p>
<p>Increase intervention staff.</p>	<p>All HCS</p>	<p><input type="checkbox"/> All OR:</p>	<p>PROVIDED BY HUSD</p>

		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase access to technology through 2:1 program and additional software (eg. IXL, Dreambox, iReady, Lexia, etc).	All HCS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Specifics tbd; paid from site discretionary funds - Res 0000, Sites 221 & 231 5000-5999: Services And Other Operating Expenditures General Fund 15,000.00

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	Increase the percentage of English Learners who gain at least one language proficiency level, as measured by CELDT by 3-5% annually  Increase the percentage of English Learners who are reclassified as Fluent English Proficient (REFP) within 5 years of enrolling in our schools by 3-5% annually  All English Language Learners will receive designated ELD services daily, maintain 100%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the ELD program to address the needs of English Learners to include methods, curriculum and assessments through professional development and coaching support.	All HCS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PROVIDED BY HUSD
Continue to provide informational workshops such as: Common Core Math; Financial Aid Night, Community Resources Fair, Student Achievement Data, Summer	All HCS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	PROVIDED BY HUSD

<p>Programs, Importance of Health and Nutrition, etc.</p>		<p><input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>Adopt new CCSS-aligned ELA/ELD curriculum.</p>	<p>All HCS</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>See Goal 1.1</p>
<p>Continue ELD summer school program to extend students' opportunity to learn.</p>	<p>All HCS</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>PROVIDED BY HUSD                  PROVIDED BY HUSD                  PROVIDED BY HUSD</p>
<p>Expand Accelerated English Principles and methods to Healdsburg Charter School classrooms/teachers to support ELD Students and RFEP students.</p>	<p>All HCS</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Fund 01, Res 9875, Mgmt AELI 5800: Professional/Consulting Services And Operating Expenditures Donations 10,000.00</p>
<p>Increase intervention staff.</p>	<p>All HCS</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent</p>	<p>PROVIDED BY HUSD</p>

		English proficient _ Other Subgroups: (Specify)	
Increase access to technology through 2:1 program and additional software (eg. IXL, Dreambox, iReady, Lexia, etc).	All HCS	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Specifics tbd; paid from site discretionary funds - Res 0000, Sites 221 & 231 5000-5999: Services And Other Operating Expenditures General Fund 15,000.00

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.



GOAL 3:	Increase Student and Parent Engagement and Improve District Culture (2015-16 Goals--1, 2)	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :	When parents are more involved and provide input student achievement increases.	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- Increase percentage of students, including English Language Learners, low income, foster youth and students with disabilities, who report high/moderate levels of school connectedness on the California Healthy Kids/HUSD Survey by 1-3% annually. In 2015-16 = 98%.
- Increase the percentage of parents, including parents of English Language Learners, low income, foster youth and students with disabilities, who report they agree/strongly agree students are offered a supportive learning environment on the California Healthy Kids/HUSD Survey by 1-3% annually. 2015-16 = 79.4%
- Increase the percentage of parents, including parents of English Language Learners, low income, foster youth and students with disabilities, who report they agree/strongly agree HUSD actively seeks the input of parents before making important decisions on the California Healthy Kids/HUSD Survey by 1-3% annually. 2016-15 = 53%
- Increase the percentage of parents, including parents of English Language Learners, low income, foster youth and students with disabilities, who report they agree/strongly agree they feel welcome to participate at school on the California Healthy Kids/HUSD Survey by 1-3% annually. 2015-16 = 96%
- Decrease the truancy rate by 1-3% annually. 2015-15 = TBD, 2014-15 = 12.1%, 2013-14 = 23.15%
- Increase the attendance rate by 1% annually. 2015-15 = 96.15%, 2014-15 = 96.27%, 2013-14 = 96.53%
- Decrease chronic absenteeism rate by 3-5% annually. 2015-15 = 5.5%, 2014-15 = 6.10%, 2013-14 = 6.5%
- Decrease the suspensions rate by 1-3% annually. 2015-15 = 0.70%, 2014-15 = 0.40%, 2013-14 = 1.0%
- Decrease the expulsion rate by 1-3% annually. 2015-15 = 0%, 2014-15 = 0%, 2013-14 = 0%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue recruiting parents to serve on Governing Councils, provide orientation and encourage attendance at Governing Council meetings.	All HCS	_ All ----- OR: _ Low Income pupils X English Learners	No additional costs

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to conduct informational workshops for Parents. Topics could include: Common Core Math, Understanding Student Achievement Data, College Night, Financial Aid, Night, Advanced Placement Night, Parent Rights and Obligations, Community Resource Fair, Drug and Alcohol Prevention, Cybersecurity and Digital Citizenship, Summer Programs, Peer Pressure and Bullying, etc.	All HCS	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PROVIDED BY HUSD
Continue to survey parents and hold focus groups to gain their input and gauge satisfaction.	All HCS	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PROVIDED BY HUSD
Continue to provide fingerprint clinics for parent volunteers	All HCS	<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)	PROVIDED BY HUSD
Continue to provide translators and child care at all parent meetings	All HCS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Provide translators and child care for all parent meetings; paid from site discretionary funds - Res 0000, Sites 221 & 231 5000-5999: Services And Other Operating Expenditures General Fund 4,500.00

		_ Other Subgroups: (Specify)	
Continue ELAC and DELAC meetings	All HCS	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies for ELAC and DELAC meetings - PROVIDED BY HUSD
Continue to provide k-5 school psychology focused on social-emotional learning and pro-social skills.	All HCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PROVIDED BY HUSD
School Attendance Review Team findings discussed and reviewed with principals, teachers, counselors, parents. Attendance monitored through the SARB process.	All HCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Provide an alternative to traditional discipline consequences to emphasize problem-solving over punishment to address self-regulation.	All HCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Positive Discipline program - PROVIDED BY HUSD Safe school Ambassador program - not applicable to HCS

<p>Continue to implement pro-social emotional education through Toolbox and Second Step curriculum</p>	<p>All HCS</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>PROVIDED BY HUSD</p>
<p>Continue to expand use of social media and improve HUSD website.</p>	<p>All HCS</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>PROVIDED BY HUSD</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• Increase percentage of students, including English Language Learners, low income, foster youth and students with disabilities, who report high/moderate levels of school connectedness on the California Healthy Kids/HUSD Survey by 1-3% annually</li> <li>• Increase the percentage of parents, including parents of English Language Learners, low income, foster youth and students with disabilities, who report they agree/strongly agree students are offered a supportive learning environment on the California Healthy Kids/HUSD Survey by 1-3% annually</li> <li>• Increase the percentage of parents, including parents of English Language Learners, low income, foster youth and students with disabilities, who report they agree/strongly agree HUSD actively seeks the input of parents before making important decisions on the California Healthy Kids/HUSD Survey by 1-3% annually.</li> <li>• Increase the percentage of parents, including parents of English Language Learners, low income, foster youth and students with disabilities, who report they agree/strongly agree they feel welcome to participate at school on the California Healthy Kids/HUSD Survey by 1-3% annually.</li> <li>• Decrease the truancy rate by 1-3% annually.</li> <li>• Increase the attendance rate by 1% annually.</li> <li>• Decrease chronic absenteeism rate by 3-5% annually.</li> <li>• Decrease the suspensions rate by 1-3% annually.</li> <li>• Decrease the expulsion rate by 1-3% annually.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue recruiting parents to serve on Governing Councils, provide orientation and encourage attendance at Governing Council meetings.	All HCS	_ All ----- OR: _ Low Income pupils	No additional costs

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to conduct informational workshops for Parents. Topics could include: Common Core Math, Understanding Student Achievement Data, College Night, Financial Aid, Night, Advanced Placement Night, Parent Rights and Obligations, Community Resource Fair, Drug and Alcohol Prevention, Cybersecurity and Digital Citizenship, Summer Programs, Peer Pressure and Bullying, etc.	All HCS	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PROVIDED BY HUSD
Continue to survey parents and hold focus groups to gain their input and gauge satisfaction.	All HCS	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PROVIDED BY HUSD
Continue to provide fingerprint clinics for parent volunteers	All HCS	<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)	PROVIDED BY HUSD
Continue to provide translators and child care at all parent meetings	All HCS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Provide translators and child care for all parent meetings; paid from site discretionary funds - Res 0000, Sites 221 & 231 5000-5999: Services And Other Operating Expenditures General Fund 4,500.00

		English proficient _ Other Subgroups: (Specify)	
Continue ELAC and DELAC meetings	All HCS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies for ELAC and DELAC meetings - PROVIDED BY HUSD
Continue to provide k-5 school psychology focused on social-emotional learning and pro-social skills.	All HCS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	PROVIDED BY HUSD
School Attendance Review Team findings discussed and reviewed with principals, teachers, counselors, parents. Attendance monitored through the SARB process.	All HCS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Provide an alternative to traditional discipline consequences to emphasize problem-solving over punishment to address self-regulation.	All HCS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Positive Discipline program - PROVIDED BY HUSD Safe school Ambassador program - not applicable to HCS



<p>Continue to implement pro-social emotional education through Toolbox and Second Step curriculum</p>	<p>All HCS</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>PROVIDED BY HUSD</p>
<p>Continue to expand use of social media and improve HUSD website.</p>	<p>All HCS</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>PROVIDED BY HUSD</p>

**LCAP Year 3: 2018-19**

- Expected Annual Measurable Outcomes:
- Increase percentage of students, including English Language Learners, low income, foster youth and students with disabilities, who report high/moderate levels of school connectedness on the California Healthy Kids/HUSD Survey by 1-3% annually
  - Increase the percentage of parents, including parents of English Language Learners, low income, foster youth and students with disabilities, who report they agree/strongly agree students are offered a supportive learning environment on the California Healthy Kids/HUSD Survey by 1-3% annually
  - Increase the percentage of parents, including parents of English Language Learners, low income, foster youth and students with disabilities, who report they agree/strongly agree HUSD actively seeks the input of parents before making important decisions on the California Healthy Kids/HUSD Survey by 1-3% annually.
  - Increase the percentage of parents, including parents of English Language Learners, low income, foster youth and students with disabilities, who report they agree/strongly agree they feel welcome to participate at school on the California Healthy Kids/HUSD Survey by 1-3% annually.
  - Decrease the truancy rate by 1-3% annually.
  - Increase the attendance rate by 1% annually.
  - Decrease chronic absenteeism rate by 3-5% annually.
  - Decrease the suspensions rate by 1-3% annually.
  - Decrease the expulsion rate by 1-3% annually.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue recruiting parents to serve on Governing Councils, provide orientation and encourage attendance at Governing Council meetings.	All HCS	_ All ----- OR: _ Low Income pupils	No additional costs

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to conduct informational workshops for Parents. Topics could include: Common Core Math, Understanding Student Achievement Data, College Night, Financial Aid, Night, Advanced Placement Night, Parent Rights and Obligations, Community Resource Fair, Drug and Alcohol Prevention, Cybersecurity and Digital Citizenship, Summer Programs, Peer Pressure and Bullying, etc.	All HCS	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PROVIDED BY HUSD
Continue to survey parents and hold focus groups to gain their input and gauge satisfaction.	All HCS	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PROVIDED BY HUSD
Continue to provide fingerprint clinics for parent volunteers	All HCS	<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)	PROVIDED BY HUSD
Continue to provide translators and child care at all parent meetings	All HCS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Provide translators and child care for all parent meetings; paid from site discretionary funds - Res 0000, Sites 221 & 231 5000-5999: Services And Other Operating Expenditures General Fund 4,500.00

		English proficient _ Other Subgroups: (Specify)	
Continue ELAC and DELAC meetings	All HCS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies for ELAC and DELAC meetings - PROVIDED BY HUSD
Continue to provide k-5 school psychology focused on social-emotional learning and pro-social skills.	All HCS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	PROVIDED BY HUSD
School Attendance Review Team findings discussed and reviewed with principals, teachers, counselors, parents. Attendance monitored through the SARB process.	All HCS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Provide an alternative to traditional discipline consequences to emphasize problem-solving over punishment to address self-regulation.	All HCS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Positive Discipline program - PROVIDED BY HUSD Safe school Ambassador program - not applicable to HCS

<p>Continue to implement pro-social emotional education through Toolbox and Second Step curriculum</p>	<p>All HCS</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>PROVIDED BY HUSD</p>
<p>Continue to expand use of social media and improve HUSD website.</p>	<p>All HCS</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>PROVIDED BY HUSD</p>

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 4:	Career Planning and Skills Development for All Students (2015-16 Goals--4, 6)	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify <u>CCSS-aligned inquiry-based projects and technology integration</u>
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Identified Need : All students need an educational program that prepares them with the 21st century learning skills needed for college and career. To be college/ career ready upon graduation, students need to be proficient in using technology and selecting the appropriate technology tool for solving a problem or communicating with a particular audience.

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

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- Increase students technology skills and access as measured by annual www.learning.com assessment and Brightbytes by 3-5% annually. Baseline TBD.
- Increase Career Awareness activities such as guest speakers and field trips. Baseline TBD.
- All students will have an electronic portfolio providing evidence of Inquiry Project-Based Learning utilizing common rubrics or grades 2, 5, 8, 12 in the areas of: a) Presentation/Communication, b) Expository Writing, c) Text/Literacy Analysis, and d) Collaboration/Teamwork. In progress.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Begin implementation of a Learning Management System (LMS)	All HCS	<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)	PROVIDED BY HUSD
Continue PD for teachers on CCSS and 21st century learning skills.	All HCS	<input checked="" type="checkbox"/> All OR:	Three teacher professional development day 1000-1999: Certificated Personnel Salaries General Fund 14,585.00

		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Salary-driven costs for above personnel 3000-3999: Employee Benefits General Fund 4,280.00</p> <hr/> <p>Common Planning Time for all teachers 1000-1999: Certificated Personnel Salaries General Fund 43,754.00</p> <hr/> <p>Salary driven costs for above personnel 3000-3999: Employee Benefits General Fund 12,840.00</p>
Implement Electronic Portfolio of Inquiry Project Based Learning utilizing Common Rubrics: Presentation/Communication, Expository Writing, Text/Literacy Analysis, Collaboration/Teamwork.	All HCS	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	No additional costs
Implement standards-aligned k-9 technology literacy curriculum and assessment. (www.learning.com)	All HCS	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	PROVIDED BY HUSD
Implement and continue to refine district technology standards. Provide professional development for teachers on how to integrate technology into their curriculum through Technology Coaches and the Library Media Specialist.	All HCS	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Technology Coaches and Library Media Specialist - PROVIDED BY HUSD</p> <hr/> <p>Salary driven costs for Technology Coaches and Library Media Specialist - PROVIDED BY HUSD</p> <hr/> <p>Professional development for technology integration in classrooms - PROVIDED BY HUSD</p>
Continue to add technology/devices and software	All HCS	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> </ul>	Purchase technology; provided by site discretionary funds - Res 0000, Sites 221 & 231 5000-5999: Services And Other Operating Expenditures General Fund 10,000.00

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to use BrightBytes to survey students and teachers technology skills, access, PD needs	All HCS	<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)	PROVIDED BY HUSD
Continue daily Spanish language instruction for all students	All HCS	<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)	One HCS Teacher 1000-1999: Certificated Personnel Salaries General Fund 89,149.00 One HCS Teacher 3000-3999: Employee Benefits General Fund 22,555.00

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Increase students technology skills and access as measured by annual www.learning.com assessment and Brightbytes by 3-5% annually</li> <li>• Increase Career Awareness activities such as guest speakers and field trips</li> <li>• All students will have an electronic portfolio providing evidence of Inquiry Project-Based Learning utilizing common rubrics or grades 2, 5, 8, 12 in the areas of: a) Presentation/Communication, b) Expository Writing, c) Text/Literacy Analysis, and d) Collaboration/Teamwork.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Begin implementation of a Learning Management System (LMS)	All HCS	<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	PROVIDED BY HUSD



		English proficient _ Other Subgroups: (Specify)	
Continue PD for teachers on CCSS and 21st century learning skills.	All HCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Three teacher professional development day 1000-1999: Certificated Personnel Salaries General Fund 14,585.00 Salary-driven costs for above personnel 3000-3999: Employee Benefits General Fund 4,280.00 Common Planning Time for all teachers 1000-1999: Certificated Personnel Salaries General Fund 43,754.00 Salary driven costs for above personnel 3000-3999: Employee Benefits General Fund 12,840.00
Implement Electronic Portfolio of Inquiry Project Based Learning utilizing Common Rubrics: Presentation/Communication, Expository Writing, Text/Literacy Analysis, Collaboration/Teamwork.	All HCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement standards-aligned k-9 technology literacy curriculum and assessment. (www.learning.com)	All HCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	PROVIDED BY HUSD

		(Specify)	
Implement and continue to refine district technology standards. Provide professional development for teachers on how to integrate technology into their curriculum through Technology Coaches and the Library Media Specialist.	All HCS	<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)	Technology Coaches and Library Media Specialist - PROVIDED BY HUSD Salary driven costs for Technology Coaches and Library Media Specialist - PROVIDED BY HUSD Professional development for technology integration in classrooms - PROVIDED BY HUSD
Continue to add technology/devices and software	All HCS	<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)	Purchase technology; provided by site discretionary funds - Res 0000, Sites 221 & 231 5000-5999: Services And Other Operating Expenditures General Fund 10,000.00
Continue to use BrightBytes to survey students and teachers technology skills, access, PD needs	All HCS	<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)	PROVIDED BY HUSD
Continue daily Spanish language instruction for all students	All HCS	<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)	One HCS Teacher 1000-1999: Certificated Personnel Salaries General Fund 89,149.00 One HCS Teacher 3000-3999: Employee Benefits General Fund 22,555.00

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Please see attachment for data.</p> <ol style="list-style-type: none"> <li>1. A College and Career plan for all students by the end of 9th grade and 11th,</li> <li>2. Increase students technology skills and access as measured by annual www.learning.com assessment and Brightbytes by 3-5% annually</li> <li>3. All 11th graders complete Internship</li> <li>4. All students will have an electronic portfolio providing evidence of Inquiry Project-Based Learning utilizing common rubrics or grades 2, 5, 8, 12 in the areas of: a) Presentation/Communication, b) Expository Writing, c) Text/Literacy Analysis, and d) Collaboration/Teamwork.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Begin implementation of a Learning Management System (LMS)	All HCS	<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)	PROVIDED BY HUSD
Continue PD for teachers on CCSS and 21st century learning skills.	All HCS	<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)	Three teacher professional development day 1000-1999: Certificated Personnel Salaries General Fund 14,585.00 Salary-driven costs for above personnel 3000-3999: Employee Benefits General Fund 4,280.00 Common Planning Time for all teachers 1000-1999: Certificated Personnel Salaries General Fund 43,754.00 Salary driven costs for above personnel 3000-3999: Employee Benefits General Fund 12,840.00
Implement Electronic Portfolio of Inquiry Project Based Learning utilizing Common Rubrics: Presentation/Communication, Expository Writing, Text/Literacy Analysis, Collaboration/Teamwork.	All HCS	<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	No additional costs

		_ Other Subgroups: (Specify)	
Implement standards-aligned k-9 technology literacy curriculum and assessment. (www.learning.com).	All HCS	<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)	PROVIDED BY HUSD
Implement and continue to refine district technology standards. Provide professional development for teachers on how to integrate technology into their curriculum through Technology Coaches and the Library Media Specialist.	All HCS	<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)	Technology Coaches and Library Media Specialist - PROVIDED BY HUSD Salary driven costs for Technology Coaches and Library Media Specialist - PROVIDED BY HUSD Professional development for technology integration in classrooms - PROVIDED BY HUSD
Continue to add technology/devices and software		<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)	Purchase technology; provided by site discretionary funds - Res 0000, Sites 221 & 231 5000-5999: Services And Other Operating Expenditures General Fund 10,000.00
Continue to use BrightBytes to survey students and teachers technology skills, access, PD needs	All HCS	<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)	PROVIDED BY HUSD

<p>Continue daily Spanish language instruction for all students</p>	<p>All HCS</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>One HCS Teacher 1000-1999: Certificated Personnel Salaries General Fund 89,149.00                  One HCS Teacher 3000-3999: Employee Benefits General Fund 22,555.00</p>
		<p><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)</p>	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Improve facilities (2015-16 Goal 7)	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need : Provide and maintain facilities that support at 21st century learning environment.

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

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- All facilities are in "good" condition on the FIT report
- Increase percentage of parents that report HUSD has clean and well-maintained facilities and properties on the California Healthy Kids/HUSD Survey by 1-3% annually. 2015-16 = 93%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Healdsburg Elementary School - HES Campus: begin renovating classrooms in the summer of 2016; work will continue through the summer of 2017. Work includes new carpet, new windows, and fresh paint.	All HCS	<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)	PROVIDED BY HUSD
Healdsburg Elementary School - Fitch Mountain Campus: continue water intrusion and water infiltration repairs that were started in the summer of 2015; work should be completed by the end of the summer of 2016.	All HCS	<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)	PROVIDED BY HUSD PROVIDED BY HUSD

		<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)	
		<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)	

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>All facilities are in "good" condition on the FIT report</li> <li>Increase percentage of parents that report HUSD has clean and well-maintained facilities and properties on the California Healthy Kids/HUSD Survey by 1-3% annually.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Healdsburg Elementary School - HES Campus: begin renovating classrooms in the summer of 2016; work will continue through the summer of 2017. Work includes new carpet, new windows, and fresh paint.	All HCS	<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)	PROVIDED BY HUSD
	All HCS	<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 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 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)	

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>All facilities are in "good" condition on the FIT report</li> <li>Increase percentage of parents that report HUSD has clean and well-maintained facilities and properties on the California Healthy Kids/HUSD Survey by 1-3% annually.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	All HCS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	



		English proficient _ Other Subgroups: (Specify)	
	All HCS	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## Annual Update

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

### Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Parents, including parents of English Learners, low income, foster youth and students with disabilities are more informed about their child's grades, progress, college/career preparation and English Language acquisition for English Learners. Parents provide input on programs to meet student needs.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: HCS ----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Increase the percentage of parents,including parents of English Learners, low income, foster youth and students with disabilities who express satisfaction with their opportunities to participate in school decision-making processes and programs by at least 1% annually. Increase parent attendance at Governing Council meetings.  Increase workshops and activities targeted to families.	Actual Annual Measurable Outcomes:	Number of parents attending Governing Council (aka Site Council) meetings minimum of 2, average 4.  Number of parents attending monthly ELAC meetings averaged 24.  Parent satisfaction with opportunities to participate in school decision-making processes and programs. 53%  Increased number and attendance of workshops and activities targeted to families to at least one monthly.  PIQE program postponed at DELAC/ELAC request.
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Workshops for parents. Some examples include Common Core Institutes, Governance Council training and training on understanding data related to student learning.	Workshops for parents 5800: Professional/Consulting Services And Operating Expenditures General Fund 1,000.00	Provided Workshops for parents: Toolbox, Second Step, Common Core Math, etc.	
Scope of Service	Charter-wide	Scope of Service	Charter-wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils	

<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>					
<p>PD for teachers on strategies to increase parent participation and support on how to communicate with parents.</p>	<p>Professional development for teachers to increase parent participation 5800: Professional/Consulting Services And Operating Expenditures General Fund 3,500.00</p>	<p>PD provided by Principals as part of Common Planning Time (CPT).</p>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Charter-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Charter-wide	
Scope of Service	Charter-wide						
Scope of Service	Charter-wide						
<p>Parents are actively recruited to serve on the schools Governing Councils. Training on meaningful participation on a governing council.</p>	<p>No cost</p>	<p>Parents were actively recruited to serve on Governing Council. Parent outreach via newsletters, email blasts, 1:1 meetings.</p>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Charter-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Charter-wide	
Scope of Service	Charter-wide						
Scope of Service	Charter-wide						
<p>Volunteer opportunities are included in the Volunteer Handbook given to all</p>	<p>Handbook printing 5800:</p>	<p>Volunteer opportunities are included in the Volunteer Handbook given to all</p>					

<p>parents and email notifications go out weekly.</p>	<p>Professional/Consulting Services And Operating Expenditures General Fund 200.00</p>	<p>parents and email notifications go out weekly.</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Fingerprint parent volunteers so they can assist in school activities</p>	<p>Fingerprint parent volunteers 5800: Professional/Consulting Services And Operating Expenditures General Fund 2,000.00</p>	<p>At least 4 fingerprint clinic provided.</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Translators and child care assistants provided at all parent meetings</p>	<p>Provide translators and child care at all parent meetings-cost is covered by HUSD traditional school 2000-2999: Classified Personnel Salaries General Fund</p> <hr/> <p>Salary driven costs for translators and child care personnel-cost is covered by HUSD traditional school 3000-3999: Employee Benefits General Fund</p>	<p>Translators and child care assistants provided at all parent meetings</p>	

<table border="1"> <tr> <td>Scope of Service</td> <td>Charter-wide</td> </tr> <tr> <td colspan="2"> <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)                 </td> </tr> </table>	Scope of Service	Charter-wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>Charter-wide</td> </tr> <tr> <td colspan="2"> <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)                 </td> </tr> </table>	Scope of Service	Charter-wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	Charter-wide										
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Scope of Service	Charter-wide										
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
<p>Survey parents annually to gain their input and gauge satisfaction</p>	<p>Survey subscription 5000-5999: Services And Other Operating Expenditures General Fund 250.00</p>	<p>Parents surveyed annually to gain their input and gauge satisfaction.</p>									
<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> <tr> <td colspan="2"> <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)                 </td> </tr> </table>	Scope of Service	All	<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)			<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> <tr> <td colspan="2"> <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)                 </td> </tr> </table>	Scope of Service	All	<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)		
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Scope of Service	All										
<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)											
<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>Continue to solicit parent feedback and input.</p>										

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Decrease truancy rate, chronic absenteeism, suspensions and expulsions. Address the root causes through consequences that emphasize remediation and problem solving over punishment.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: HCS Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students who have had chronic truancy attend school more regularly. Out of students identified for truancy, there is a 10% or more increase in their attendance by the end of the year.	Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Identify students with chronic attendance problems and identify strategies to address what is keeping these students from attending school consistently.	No cost	Students with chronic attendance problems identified and strategies deployed such as services from k-5 School Psychologist (eg. buddy groups), parent education referrals, Student Study Team meeting, etc.	
Scope of Service: Charter-wide		Scope of Service: Charter-wide	
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue initiative for at-risk students. All district directors and a counselor	Professional Development for	Continued initiative for at-risk students. All district directors and a counselor	

<p>formed a task force to review student services processes and procedures for intervention at both sites. A cohesive, coordinated and articulated process will continue to be implemented by personnel at both District and site levels.</p>	<p>Director of Student Services and teachers 5800: Professional/Consulting Services And Operating Expenditures General Fund 3,000.00</p>	<p>formed a task force to review student services processes and procedures for intervention at both sites. A cohesive, coordinated and articulated process will continue to be implemented by personnel at both District and site levels.</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>School Attendance Review Team findings discussed and reviewed with principals, teachers, counselors, parents. Attendance monitored through the SARB process.</p>	<p>No cost</p>	<p>School Attendance Review Team findings discussed and reviewed with principals, teachers, counselors, parents. Attendance monitored through the SARB process.</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Notifications regarding attendance, progress in class and behavior are provided to parents via phone an letters.</p>	<p>Increased written communication to parents 5900: Communications General Fund 200.00</p>	<p>Notifications regarding attendance, progress in class and behavior are provided to parents via phone and letters. Increase communication to community regarding school policies.</p>	



<p>Scope of Service   Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Reminders to parents about arrival and dismissal times emailed and noted in newsletter through out the year.</p>	<p>No cost</p>	<p>Reminders to parents about arrival and dismissal times emailed and noted in newsletters through out the year.</p>	
<p>Scope of Service   Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide free/reduced bus passes so children can get to school</p>	<p>Free bus passes for low income students 5000-5999: Services And Other Operating Expenditures General Fund 3,000.00</p>	<p>Provide free/reduced bus passes so children can get to school</p>	
<p>Scope of Service   Charter-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service   Charter-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)							
Autodialer to inform parents of absences	Annual fee for Auto-dialer absence notification-cost is covered by HUSD traditional school 5800: Professional/Consulting Services And Operating Expenditures General Fund	Auto-dialer to inform parents of absences					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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)	Scope of Service	Charter-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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)	Scope of Service	Charter-wide	
Scope of Service	Charter-wide						
Scope of Service	Charter-wide						
Provide an alternative to traditional discipline consequences to emphasize problem-solving over punishment to address self-regulation.	Positive Discipline program for parents 5800: Professional/Consulting Services And Operating Expenditures General Fund 700.00	Provide an alternative to traditional discipline consequences to emphasize problem-solving over punishment to address self-regulation.					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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)	Scope of Service	Charter-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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)	Scope of Service	Charter-wide	
Scope of Service	Charter-wide						
Scope of Service	Charter-wide						
Provide social/emotional support/counseling and support at grades K-5 for groups and individual students.	K-5 School Counselor-cost is covered by HUSD traditional school 1000-1999: Certificated Personnel Salaries General Fund	k-5 School Psychologist provided social/emotional support/counseling for groups and individual students.					

	Salary driven costs for K-5 Counselor-cost is covered by HUSD traditional school 3000-3999: Employee Benefits General Fund	Provided Toolbox Social-Emotional Curriculum training and materials for all new teachers and all paraprofessionals.					
<table border="1"> <tr> <td>Scope of Service</td> <td>Charter-wide</td> </tr> </table>	Scope of Service	Charter-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>Charter-wide</td> </tr> </table>	Scope of Service	Charter-wide	
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Continue use of Toolbox (social-emotional) at grades K-5	Toolbox kits for alternative discipline at elementary school level 4000-4999: Books And Supplies Donations 500.00	Continue use of Toolbox (social-emotional) at grades K-8. Additional materials provided where needed.					
<table border="1"> <tr> <td>Scope of Service</td> <td>Charter-wide</td> </tr> </table>	Scope of Service	Charter-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>Charter-wide</td> </tr> </table>	Scope of Service	Charter-wide	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In order to focus on high-priority goals, HCS has condensed from 9 to 5 Goals. This Goal will be a part of Goal 3 going forward. HUSD is beginning to see the impact of the Restorative Justice program. HUSD will continue to provide training and support implementation of Restorative Justice at Healdsburg Junior High School and Healdsburg High School but will consider adding training and implementation at the elementary school sites.						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	All students have access to the full course of study, highly qualified and appropriately assigned teachers, technology and standards-aligned curriculum that meet Williams requirements preparing them for college, career and life in the 21st century which will increase the graduation rate and post-secondary attendance.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: HCS Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	All students continue to have standards-aligned curriculum materials according to Williams Act compliance. 100% of teachers highly qualified and appropriately assigned.	Actual Annual Measurable Outcomes: All students continue to have standards-aligned curriculum materials according to Williams Act compliance. 100% of teachers highly qualified and appropriately assigned.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increased the school year of HCS from 180 to 182 days.	Teachers cost 1000-1999: Certificated Personnel Salaries General Fund 7,587.00  Salary driven costs 3000-3999: Employee Benefits General Fund 940.00	Added two instructional days to the 2015-16 school year, increasing the contractual teacher work year from 186 to 188 days total.	
Scope of Service <u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase technology and CCSS and	Curriculum adoptions 4000-4999:	Purchased CCSS-aligned math	

<p>NGSS standards aligned curriculum materials to support full courses of study aligned to standards.</p>	<p>Books And Supplies Lottery 10,000.00</p> <p>Curriculum adoptions 5000-5999: Services And Other Operating Expenditures Lottery 5,000.00</p>	<p>curriculum: Everyday Mathematics</p> <p>Purchased NGSS-aligned curriculum grades k-5 (Foss/WestEd kits)</p> <p>Purchased Writing by Design k-8 CCSS-aligned curriculum.</p> <p>Purchased licenses for IXL CCSS-aligned math software.</p> <p>Purchased research databases.</p> <p>Purchased Library Management host.</p> <p>Purchased new print and digital books for libraries.</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue current hiring and monitoring practices to ensure proper teacher credentialing and assignments</p>	<p>HR Personnel-cost included in HUSD traditional school 2000-2999: Classified Personnel Salaries General Fund</p> <p>Salary driven costs-cost included in HUSD traditional school 3000-3999: Employee Benefits General Fund</p>	<p>Continue current hiring and monitoring practices to ensure proper teacher credentialing and assignments</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	

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<p>The District selects and implements new curriculum materials and provides professional development to teachers. The preliminary adoption schedule is to implement K-5 math in year 1 and K-5 ELA in year 3. The plan is conditioned on high quality curriculum materials being available for adoption.</p>	<p>Professional development for teachers for CCSS and NGSS 5000-5999: Services And Other Operating Expenditures General Fund 5,500.00</p>	<p>CCSS/NGSS PD provided: Writing by Design (Education Consultants), Everyday Mathematics curriculum, ELA/ELD curriculum pilot to begin in Fall 2016.</p>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Charter-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Charter-wide	
Scope of Service	Charter-wide						
Scope of Service	Charter-wide						
<p>North Coast Beginning Teacher Program (NCBTP) formerly BTSA provided for all new staff.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 2px;">19,853.00</td> </tr> <tr> <td style="text-align: center; padding: 2px;">2,450.00</td> </tr> </table>	19,853.00	2,450.00	<p>North Coast Beginning Teacher Program (NCBTP) formerly BTSA provided for all new staff.</p>			
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Charter-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Charter-wide	
Scope of Service	Charter-wide						
Scope of Service	Charter-wide						

	1,150.00		
<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)	
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	7,718.00		
<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)		<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?	In order to focus on high-priority goals HCS has condensed from 9 to 5 Goals. This Goal is part of Goals 1 and 4 going forward. HCS successfully met the goals. We will continue the actions and services that lead to the success.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.





Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Where applicable, standards aligned interdisciplinary inquiry-based projects are in place to increase student engagement through real-world connections. Students learn in classrooms where technology is integrated into instruction. Students use technology to demonstrate their learning.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify <u>inquiry-based projects and technology integration</u>	
Goal Applies to:	Schools: HCS Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	There will be a 15% increase in specified practices over the year 1 baseline (pre/post) as measured by self-reporting and classroom observations with a CCSS/21st century observation tool by teachers, administrators, grade level leads and department chairs. Set a baseline (% of classrooms where there is evidence of implementing specified practices) in the first semester of year 1. Set a baseline for implementation of District technology standards. Brightbytes survey responses for students and teachers; classroom monitoring on student's level of implementation of District technology standards.	Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Evaluate and refine the work of the Curriculum Council (CC).	No cost	District Curriculum Council meets monthly to discuss major initiatives such as CCSS-implemetnation, curriculum adoptions, technology standards and implementation, etc.	extra-duty hourly pay
Scope of Service	Charter-wide	Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implement the SBAC Digital Library.</p>	<p>Staff for SBAC testing and support 2000-2999: Classified Personnel Salaries General Fund 3,000.00                  Salary driven costs for SBAC support 3000-3999: Employee Benefits General Fund 650.00</p>	<p>SBAC Digital Library not implemented. Focused on implementing interim assessments and Benchmark assessments using EADMS.</p>	
<p>Scope of Service   Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue PD for teachers on CCSS and 21st century learning skills using the findings on level of implementation from observations during CPT, 3 Professional Development days and other sub-release days.</p>	<p>Three teacher professional development days 1000-1999: Certificated Personnel Salaries General Fund 11,234.00                  Three professional development days for classified support staff 2000-2999: Classified Personnel Salaries General Fund 1,392.00                  Common Planning Time for all teachers 1000-1999: Certificated Personnel Salaries General Fund 37,445.00                  Salary driven costs for above personnel 3000-3999: Employee Benefits General Fund 4,639.00</p>	<p>Continued PD for teachers on CCSS and 21st century learning during CPT, 3 Professional Development days and sub-release days.</p>	
<p>Scope of Service   Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service   Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</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>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>CC develops grade level expectations for standards-aligned interdisciplinary inquiry-based projects.</p>	<p>No cost 1000-1999: Certificated Personnel Salaries General Fund  Salary driven cost for common planning time 3000-3999: Employee Benefits General Fund</p>	<p>Grade level at teams developing standards-aligned interdisciplinary inquiry-based projects</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>CC identifies or develops a classroom observation tool and plan how to make the observation process meaningful. This tool addresses 21st century instructional skills, inquiry-based projects, student engagement through real world participation and student use of multi-media presentation skills.</p>	<p>No cost</p>	<p>Not completed</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Continue walk throughs and monitoring.	No cost	Administrators continue to conduct classroom walk throughs and monitoring.	
Scope of Service   Charter-wide <hr/> <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)		Scope of Service   <hr/> <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)	
Implement District technology standards. Provide professional development for teachers on how to integrate technology into their curriculum through Technology Coaches and the Library Media Specialist.	Technology coaches and library media specialist-cost is covered by HUSD traditional school 1000-1999: Certificated Personnel Salaries General Fund 132,386.00 Salary driven cost for technology coaches and library media specialist-cost is covered by HUSD traditional school 3000-3999: Employee Benefits General Fund 36,139.00 Professional development for technology integration in classrooms; Res 4035, Site 695 5800: Professional/Consulting Services And Operating Expenditures Title II 10,000.00	District Curriculum Council and Instructional Technology Coaches are beginning implementation of District Technology Standards. Professional development during 3 PD days, weekend Google Apps for Education Workshop attended. Tech Coach attending ISTE Conference. Library Media Specialists attended workshop.	
Scope of Service   Charter-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		Scope of Service   Charter-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Students have specific instruction in technology skills and multi-media aligned with the technology standards. Teachers increasingly integrate technology into their instruction.</p>	<p>Professional development for technology integration in classrooms 5000-5999: Services And Other Operating Expenditures General Fund 3,000.00</p>	<p>New apps and software piloted.</p>	
<p>Scope of Service: Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service: Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Purchase more technology for K-5.</p>	<p>Technology purchase 4000-4999: Books And Supplies General Fund 15,000.00</p>	<p>New iPads and Chromebooks purchased.</p>	
<p>Scope of Service: Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service: Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing</p>	<p>In order to focus on high-priority goals HUSD has condensed from 9 to 5 Goals. This Goal will be a part of Goal 4 going forward. HSC did not successfully develop a classroom observation tool and plan how to make the observation process meaningful. Actions and services for the 2015-16 SY and going forward have been to ensure implementation of the new</p>		

past progress and/or changes to goals?	CCSS and NGSS-aligned curriculum and technology. HUSD will focus on improvement through the deployment of instructional coaches who can provide examples, training and demonstration of best practices in ELA, ELD and math
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**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	All students and subgroups have increasingly higher achievement as measured by benchmarks, Healthy Fitness Zone measures and state assessments, once available.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: HCS Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Benchmarks in ELA, math, science, history/social science, and English Language Development will be set as part of the development process. At least 75% of students at grade 5 meet each Healthy Fit Zone measure on the California Physical Fitness Test. SMART goals are set for increasing the percentage of students who are college ready in ELA and math based on district benchmarks until Smarter Balanced data is available.	Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Review HFZ data and work with PE Enrichment teachers and elementary grade level leads to develop a plan to increase students' physical fitness each year.	Enrichment PE teachers 1000-1999: Certificated Personnel Salaries Donations 6,580.00 Salary driven costs for Enrichment PE teachers 3000-3999: Employee Benefits Donations 815.00 Purchase additional PE equipment 4000-4999: Books And Supplies General Fund 1,000.00 Purchase additional PE equipment; Res 0000, Site 361 3000-3999: Employee Benefits General Fund 5,000.00	High School PE teachers rewrote course outlines for high school graduation requirements and added new courses to support student athletes. Enrichment PE teachers at HES and FMC continued. Additional PE equipment purchased. PE Teachers at HHS and HJH implementing technology such as wearable monitors, and tracking apps.	
Scope of Service	Charter-wide	Scope of Service	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Refine benchmarks in ELA, ELD, math and science using DataWise and the Digital Library</p>	<p>DataWise-cost covered by HUSD traditional school 5000-5999: Services And Other Operating Expenditures General Fund</p>	<p>Transitioned from Datawise to Educators Assessment and Data Management System (EADMS) to create and deploy Benchmarks in ELA, ELD and math k-5. ELA and Math 6-8. Schoolwide grade 9-12.</p>	
<p>Scope of Service   Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Develop benchmarks in history/social studies.</p>	<p>No cost</p>	<p>Benchmarks for history/social science developed for grades 9-12 using EADMS.</p>	
<p>Scope of Service   Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	



<p>Continue to administer and analyze data from benchmarks.</p>	<p>No cost</p>	<p>Continue to administer and analyze data from benchmarks.</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implement K-5 standards-based report cards.</p>	<p>No Cost</p>	<p>Implement K-5 standards-based report cards. Teachers provided extra-duty pay to organize and implement.</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Review and agree upon data driven instructional processes.</p>	<p>No Cost</p>	<p>At 6-12, continue to develop grading practices that reflect the CCSS and 21st century outcomes. PD provided during staff meetings, CPT and 3 PD days.</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>After a benchmark is given, data is analyzed and used to modify instruction, consider student placements and to report progress to parents.</p>	<p>No cost</p>	<p>Review and agree upon data driven instructional processes.</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Monitor the minutes of physical activity in PE to ensure that students have the time allocated in Ed. Code.</p>	<p>Cost listed above as PE Enrichment teacher salaries and salary driven costs 1000-1999: Certificated Personnel Salaries General Fund 73,076.00</p> <p>Salary driven costs for Technology Coaches; Res 0000, Site 165 3000-3999: Employee Benefits General Fund 20,989.00</p>	<p>After a benchmark is given, data is analyzed and used to modify instruction, consider student placements and to report progress to parents.</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> </ul>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	

_ Other Subgroups: (Specify)			
Increased the school year of HCS from 180 to 182 days.		Expenditures listed in Goal 3 48,593.00 <hr/> 19,323.00	Added two instructional days to the 2015-16 school year, increasing the contractual teacher work year from 186 to 188 days total.
Scope of Service	Charter-wide		Scope of Service
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (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)
		Cost is identified in PE teacher cost	Monitor the minutes of physical activity in PE to ensure that students have the time allocated in Ed. Code.
<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)			<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?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	Students experience a K-12 articulated career development continuum.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Students are ready for college, career, and life at the time of graduation. All students and subgroups need full access to college and career preparation classes including AP and CTE classes. Students need to develop and maintain a high school graduation and college/ career preparation plan.	Actual Annual Measurable Outcomes: All students explore career interests through Project-Based Learning.
<b>LCAP Year: 2015-16</b>		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
		Students explored career interests through Project-Based Learning (eg. guest speakers and field trips)
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service   all ----- <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)
_ All ----- OR: _ Low Income pupils		<input checked="" type="checkbox"/> All OR: _ Low Income pupils

<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
	<p>No cost</p>		
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
	<p>No cost</p>		
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> </ul>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> </ul>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Scope of Service</p> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<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>In order to focus on high-priorotiy goals HCS has condensed from 9 to 5 Goals. This Goal will be a part of Goal 4 going forward. HUSD will continue to work on successfully achieving this goal by continuing to develop a k-12 articulated career development continuum to ensure all students are both college and career ready. Actions and services going forward will continue to focus on measures of career readiness in the 21st century through use of a Learning Management System, common rubrics for the 4 Cs (Communication, Collaboration, Creativity and Critical Thinking) and providing opportunities for student to engage in work-based learning throughout their school experience.</p>		

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	Students continue to learn in buildings that support 21st century learning as scheduled facility projects identified in the Facilities Master Plan are completed; all facilities are in "good" condition on the FIT report.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: HCS Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Bond-funded facility projects need to be completed as scheduled. Baseline: On the FIT report FMC is in "fair" repair. HES/HCS is in "good" repair. Measure: Completion of scheduled facility projects identified in the Facilities Master Plan; all facilities are in "good" condition on the FIT report.	Actual Annual Measurable Outcomes:	Bond-funded facilities projects are completed as scheduled. Both HES and Fitch Mt. Campus (FMC) are in "good" repair.
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The District implements bond-funded facility projects and maintenance and/or repair projects as scheduled. These projects address the conditions identified in the FIT report.	Total cost to be determined-costs covered by HUSD traditional school 6000-6999: Capital Outlay Building Fund	The District implements bond-funded facility projects and maintenance and/or repair projects as scheduled. These projects address the conditions identified in the FIT report.	
Scope of Service	Charter-wide	Scope of Service	Charter-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (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)	
HES – library remodel - conversion from Library to Learning Commons. Removing old portables.	HES library remodel-Costs covered by HUSD traditional school 6000-	HES – library remodeled - conversion from Library to Learning Commons. Removed old portables.	

	6999: Capital Outlay Building Fund 85,000.00						
<table border="1"> <tr> <td>Scope of Service</td> <td>Charter-wide</td> </tr> </table>	Scope of Service	Charter-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>Charter-wide</td> </tr> </table>	Scope of Service	Charter-wide	
Scope of Service	Charter-wide						
Scope of Service	Charter-wide						
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
FMC – renovation to remedy original construction problems - from water damage – new windows and roof.	<p>FMC renovation-cost covered by HUSD traditional school 6000-6999: Capital Outlay Building Fund 800,000.00</p> <p>Demolition of portables-cost covered by HUSD traditional school 5000-5999: Services And Other Operating Expenditures Building Fund 63,000.00</p>	FMC – renovated to remedy original construction problems - from water damage – new windows and roof.					
<table border="1"> <tr> <td>Scope of Service</td> <td>Charter-wide</td> </tr> </table>	Scope of Service	Charter-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>Charter-wide</td> </tr> </table>	Scope of Service	Charter-wide	
Scope of Service	Charter-wide						
Scope of Service	Charter-wide						
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Continue to upgrade the wireless network and infrastructure districtwide in order to support 1:1 everywhere and in some places 2:1.	<p>Technology infrastructure-HES campus-costs covered by HUSD traditional school 6000-6999: Capital Outlay Building Fund 18,190.00</p> <p>Technology infrastructure-FMC campus-costs covered by HUSD</p>	Continue to upgrade the wireless network and infrastructure districtwide in order to support 1:1 everywhere and in some places 2:1.					



	traditional school 6000-6999: Capital Outlay Building Fund 15,000.00						
<table border="1"> <tr> <td>Scope of Service</td> <td>Charter-wide</td> </tr> </table>	Scope of Service	Charter-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>Charter-wide</td> </tr> </table>	Scope of Service	Charter-wide	
Scope of Service	Charter-wide						
Scope of Service	Charter-wide						
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (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)					
<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)		<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 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?	In order to focus on high-priority goals HUSD has condensed from 9 to 5 Goals. This Goal will be a part of Goal 5 going forward. HUSD will continue to update facilities based on the Master Plan with the possibility of requesting a voter-approved bond measure on the November 2016 ballot.						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:	Close the achievement gap and increase opportunities to learn for low-income pupils and foster youth.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: HCS Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	All learners graduate from the HUSD well prepared for college and career.	Actual Annual Measurable Outcomes: See attached spreadsheet.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increased the school year of HUSD from 180 to 182 days.	Cost is included in Goal 3	Added two instructional days to the 2015-16 school year, increasing the contractual teacher work year from 186 to 188 days total.	
Scope of Service: Charter-wide		Scope of Service: Charter-wide	
<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (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)	
Communicate with the SCOE Foster Youth Coordinator and/or foster parents to identify social/emotional and/or academic counseling needs and provide individualized services.	Support for homeless students and foster youth-costs covered by HUSD traditional school 1000-1999: Certificated Personnel Salaries	Communicated with the SCOE Foster Youth Coordinator and/or foster parents to identify social/emotional and/or academic counseling needs and provide individualized services. Note:	

	<p>McKinney Vento Grant</p> <p>Support for homeless students and foster youth-cost covered by HUSD traditional school 2000-2999: Classified Personnel Salaries McKinney Vento Grant</p> <p>Salary driven costs for personnel that support homeless students and foster youth-cost covered by HUSD traditional school 3000-3999: Employee Benefits McKinney Vento Grant</p> <p>Supplies for homeless students and foster youth-costs covered by HUSD traditional school 4000-4999: Books And Supplies McKinney Vento Grant</p> <p>Transportation and additional services for homeless students and foster youth-costs covered by HUSD traditional school 5000-5999: Services And Other Operating Expenditures McKinney Vento Grant</p>	<p>the McKinney-Vento grant was not renewed for 2015-16 and beyond, but the District is still obligated to provide services formerly funded by the grant.</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charter-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue ASES program</p>	<p>Paraprofessional cost 2000-2999: Classified Personnel Salaries</p> <p>Salary driven costs for above personnel 3000-3999: Employee Benefits</p> <p>The District is required to match 33% of the grant; this will be done in</p>	<p>Continued ASES program</p>	

	part by the District paying the City to provide the ASES program to additional students; Res 0000, Mgmt ASES 5000-5999: Services And Other Operating Expenditures General Fund 20,000.00		
<p>Scope of Service   Charter-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Add K-5 School Psychologist to focus on social/emotional barriers to learning.	<p>K-5 Psychologist-cost is covered by HUSD traditional school 1000-1999: Certificated Personnel Salaries General Fund</p> <p>Salary driven costs for Psychologist-cost is covered by HUSD traditional school 3000-3999: Employee Benefits General Fund</p>	Added K-5 School Psychologist to focus on social/emotional barriers to learning.	
<p>Scope of Service   Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Read 180 and Scholastic curricula provided for students not reading at grade level.	Read 180 and Scholastic 4000-4999: Books And Supplies General Fund 2,000.00		

	<p>EIA (locally defined) Paraprofessional salaries; Res 0709, Func 1000, Sites 122, 132, 252, 362 2000-2999: Classified Personnel Salaries General Fund 149,990.00</p> <p>Salary-driven costs for Title I instructional aides; Res 3010, Site 132 3000-3999: Employee Benefits Title I 18,504.00</p> <p>Salary-driven costs for EIA (locally-defined) personnel; Res 0709, Func 1000, Sites 122, 132, 252, 362 3000-3999: Employee Benefits General Fund 79,028.00</p>		
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to implement the Toolbox Program to support social-emotional learning with a focus on strategies students can use to build resilience.</p>	<p>Toolbox kits 4000-4999: Books And Supplies General Fund 1,500.00</p>	<p>Continued to implement the Toolbox Program to support social-emotional learning with a focus on strategies students can use to build resilience.</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Provide interventions to increase the achievement of low-income pupils. Paraprofessionals provide support to students in small groups or individually to accelerate learning.</p>		<p>Provided interventions to increase the achievement of low-income pupils. Paraprofessionals provide support to students in small groups or individually to accelerate learning.</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide email accounts, connectivity apps, and learning management systems</p>	<p>Technology purchases; Res 0000, Func 7700, Site 687, Mgmt TECH 4000-4999: Books And Supplies General Fund 10,000.00</p>	<p>Provided email accounts, connectivity apps, and learning management systems</p>	
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)											
Continue to update library programs and database subscriptions	Library programs and database subscriptions; Res 0000, Func 2420, Sites 122, 132, 252, 362 5000-5999: Services And Other Operating Expenditures General Fund 5,200.00	Continued to update library programs and database subscriptions									
<table border="0"> <tr> <td style="border-right: 1px dashed black; padding-right: 5px;">Scope of Service</td> <td style="padding-left: 5px;">All</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding-top: 5px;"> <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)         </td> </tr> </table>	Scope of Service	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)			<table border="0"> <tr> <td style="border-right: 1px dashed black; padding-right: 5px;">Scope of Service</td> <td style="padding-left: 5px;">All</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black; padding-top: 5px;"> <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)         </td> </tr> </table>	Scope of Service	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)		
Scope of Service	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)											
Scope of Service	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)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In order to focus on high-priority goals HUSD has condensed from 9 to 5 Goals. This Goal will be a part of Goal 1 going forward. HCS is committed to improving student achievement for special populations and erasing barriers such as access to technology and wifi. HUSD will continue to build a 1:1 Chromebook program for grades 6-12 and a 2:1 technology program for grades k-5. HCS will continue to implement new CCSS and NGSS-aligned curriculum and provide professional development for teachers in order to increase student achievement.										

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 9 from prior year LCAP:	Students reach English proficiency more quickly (less than 5 years) through intensive and targeted ELD instruction and monitor the progress of R-FEP students achievement. Students have comprehensive English proficiency needed to access core content.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: HCS Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Increase CELDT scores each year.	Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Monitor ELD student achievement and adjust implementation based on quarterly benchmarks and other data.	CELDT testing support 1000-1999: Certificated Personnel Salaries General Fund 2,000.00  Salary driven costs for CELDT testing support 3000-3999: Employee Benefits General Fund 248.00	Continue the ELD program (Accelerated English) to address the needs of English Learners to include methods, curriculum and assessments.	
Scope of Service	Charter-wide	Scope of Service	
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	



<p>Monitor R-FEP student progress on benchmarks given every 9 weeks and support from paraprofessionals provided where needed.</p>	<p>Paraprofessional cost included in Goal 8-cost covered by HUSD traditional school</p>	<p>Hired an AE Coach to focus on increasing the number of students that are R-FEP'd each school year</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p>Monitor ELD student achievement and adjust implementation based on quarterly benchmarks and other data.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
	<p>Consulting services for AE summer program; Res 0737, Goal 1650, Site 103 5800: Professional/Consulting Services And Operating Expenditures General Fund 35,500.00</p>	<p>Continue ELD (Accelerated English) summer school program to extend students' opportunity to learn.</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p>		<p><input type="checkbox"/> All</p> <p>OR:</p>	

<p><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><input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
	<p>2000-2999: Classified Personnel Salaries Title I 29,688.00</p> <p>EIA (locally defined) Paraprofessional salaries; Res 0709, Func 1000, Sites 122, 132, 252, 362 2000-2999: Classified Personnel Salaries General Fund 149,990.00</p> <p>Salary-driven costs for Title I instructional aides; Res 3010, Site 132 3000-3999: Employee Benefits Title I 18,504.00</p> <p>Salary-driven costs for EIA (locally-defined) personnel; Res 0709, Func 1000, Sites 122, 132, 252, 362 3000-3999: Employee Benefits General Fund 79,028.00</p>	<p>RFEP students monitored by classroom teachers and site administrators. Paraprofessionals and intervention teachers deployed as necessary.</p>	
<p><input type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
	<p>PIQE Parent Institute; Res 0000, Mgmt PIQE 5800: Professional/Consulting Services And Operating Expenditures General Fund 6,500.00</p> <p>PIQE Parent Institute; Res 9875, Mgmt PIQE 5800: Professional/Consulting Services</p>	<p>Parent Education Training provided at monthly ELAC meetings. Topics based on needs assessment included: English Language Development (ELD) services, Financial Aid, Health &amp; Nutrition, Drug/Alcohol Prevention, Peer Pressure &amp; Bullying, Special Ed, Discipline at School &amp; Home, Police:</p>	

	<p>And Operating Expenditures Donations 6,500.00</p> <p>Supplies for Institute; Res 0000, Mgmt PIQE 4000-4999: Books And Supplies General Fund 500.00</p> <p>Supplies for Institute; Res 9875, Mgmt PIQE 4000-4999: Books And Supplies Donations 500.00</p>	<p>Parent Rights and Obligations, etc.</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><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>			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

**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:	<u>\$96,708.00</u>
<p>HCS will spend a minimum of \$96,708.00 on services to the unduplicated student population, primarily English Language Learners. We have a rolling unduplicated student percent of 39.95%. HUSD contracts with expert consultants to provide professional development for administrators and teachers for ongoing training and coaching for the Accelerated English (ELD) program which we began in 2013-14. In 2014-15, HUSD reclassified 144 out of 628 English Language Learners. At grades K-5, HUSD provides Intervention teachers and Instructional Assistants (paraprofessionals) to work with English Learners in small groups or individually to accelerate learning with an emphasis on reading. HUSD provides translation services and child care at all parent meetings. HUSD contracts for translation services for all written communication. HUSD employs bilingual front office staff at all sites and the District Office to facilitate communication with Spanish speaking parents. HUSD provides after school and summer school programs specifically for English learners. HUSD provides monthly, at a minimum, parent training to empower parents with what they need to know about the US school system (test results, CCSS, how to address an issue) and to build a college-going culture. HUSD provides the Pasitos Program for children ages 3-4 years old and their parents. HUSD maintains an average class size of 19:1 at the elementary level. HUSD provides an open library night with technology training and support available one night a week. HUSD provides free and reduced price bus transportation and free/reduced lunch programs. The District and/or site administrators communicate with SCOE Foster Youth Coordinator and/or foster parents to identify social/emotional and/or academic counseling needs and provide individualized services. HUSD added a dedicated K-5 School Psychologist that will focus on social/emotional issues and counseling. HUSD is investing in CCSS-aligned ELA/ELD and math curriculum that has imbedded and designated supports for English Language Learners.</p>	

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.

4.75	%
<p>We will spend a minimum of \$96,708.00 out of the \$2,448,396.00 of base property taxes estimated in our LCFF calculator for our unduplicated student population. This amount is more than the amount of supplemental funds we are receiving and will exceed our 4.75% MPP when compared to our base grant funds. We plan on continuing our</p>	

ELD program and other programs for low income and foster youth/homeless student populations.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	2,101,179.00	0.00	16,499,424.0 0	15,785,216.0 0	256,959.00	32,541,599.0 0
	99,087.00	0.00	0.00	0.00	0.00	0.00
After School Education and Safety (ASES)	0.00	0.00	5,208.00	80,000.00	0.00	85,208.00
Building Fund	981,190.00	0.00	14,694,190.0 0	15,161,000.0 0	0.00	29,855,190.0 0
Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
Donations	14,895.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
General Fund	914,311.00	0.00	892,510.00	523,116.00	235,859.00	1,651,485.00
LCFF	0.00	0.00	849,390.00	1,100.00	1,100.00	851,590.00
Lottery	15,000.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
Title I	66,696.00	0.00	38,126.00	0.00	0.00	38,126.00
Title II	10,000.00	0.00	0.00	0.00	0.00	0.00
Title III	0.00	0.00	0.00	0.00	0.00	0.00
						38,126.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	2,101,179.00	0.00	15,651,134.0 0	15,785,216.0 0	256,959.00	31,693,309.0 0
	99,087.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	270,308.00	0.00	468,470.00	393,907.00	163,091.00	1,025,468.00
2000-2999: Classified Personnel Salaries	334,060.00	0.00	62,178.00	0.00	0.00	62,178.00
3000-3999: Employee Benefits	264,484.00	0.00	104,496.00	73,209.00	43,268.00	220,973.00
4000-4999: Books And Supplies	41,000.00	0.00	24,300.00	25,600.00	11,100.00	61,000.00
5000-5999: Services And Other Operating Expenditures	104,950.00	0.00	287,500.00	116,500.00	29,500.00	433,500.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	0.00	5,000.00	0.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	68,900.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
5900: Communications	200.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	918,190.00	0.00	14,694,190.0 0	15,161,000.0 0	0.00	29,855,190.0 0

Total Expenditures by Object Type and Funding Source
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Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	2,101,179.0 0	0.00	15,651,134. 00	15,785,216. 00	256,959.00	31,693,309. 00
		99,087.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	0.00	0.00	4,314.00	0.00	0.00	4,314.00
1000-1999: Certificated Personnel Salaries	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Donations	6,580.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	General Fund	263,728.00	0.00	464,156.00	393,907.00	163,091.00	1,021,154.0 0
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	General Fund	304,372.00	0.00	30,782.00	0.00	0.00	30,782.00
2000-2999: Classified Personnel Salaries	Title I	29,688.00	0.00	31,396.00	0.00	0.00	31,396.00
3000-3999: Employee Benefits	After School Education and Safety (ASES)	0.00	0.00	894.00	0.00	0.00	894.00
3000-3999: Employee Benefits	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Donations	815.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	General Fund	226,661.00	0.00	96,872.00	73,209.00	43,268.00	213,349.00
3000-3999: Employee Benefits	Title I	37,008.00	0.00	6,730.00	0.00	0.00	6,730.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Donations	1,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	General Fund	30,000.00	0.00	13,200.00	14,500.00	0.00	27,700.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	1,100.00	1,100.00	1,100.00	3,300.00
4000-4999: Books And Supplies	Lottery	10,000.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	0.00	0.00	0.00	80,000.00	0.00	80,000.00
5000-5999: Services And Other Operating Expenditures	Building Fund	63,000.00	0.00	0.00	0.00	0.00	0.00

5000-5999: Services And Other Operating Expenditures	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	General Fund	36,950.00	0.00	287,500.00	36,500.00	29,500.00	353,500.00
5000-5999: Services And Other Operating Expenditures	Lottery	5,000.00	0.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	General Fund	0.00	0.00	0.00	5,000.00	0.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	6,500.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	52,400.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	10,000.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	General Fund	200.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Building Fund	918,190.00	0.00	14,694,190.00	15,161,000.00	0.00	29,855,190.00



**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

## B. Pupil Outcomes

### Priority 4: Pupil Achievement

#### CAASPP District/State Comparison (English-Language Arts and Mathematics)

Subject	District	State
English Language Arts	40	44
Mathematics	26	33

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### CAASPP District/State Comparison (Science)

Grade	District			State		
	12-13	13-14	14-15	12-13	13-14	14-15
Science	50	51	51	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### Overall CAASPP Results (English Language Arts/Literacy)

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	44	44	100.0	44	2454.0	43	18	18	20
Grade 4	26	26	100.0	26	2481.5	35	19	23	23
Grade 5	29	29	100.0	29	2533.9	17	55	17	10
All Grades	99	99	100.0	99		33	29	19	18

Grade Level	Reading			Writing			Listening			Research/Inquiry		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	36	48	16	34	43	23	32	59	9	39	41	20
Grade 4	35	42	23	27	54	19	23	62	15	19	65	15
Grade 5	34	55	10	34	55	10	21	69	10	28	66	7
All Grades	35	48	16	32	49	18	26	63	11	30	55	15

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	44	44	100.0	20	18	18	43
	4	26	26	100.0	23	23	19	35
	5	29	29	100.0	10	17	55	17
Male	3		18	40.9	33	6	22	39
	4		14	53.8	29	21	14	36
	5		12	41.4	17	25	33	25
Female	3		26	59.1	12	27	15	46
	4		12	46.2	17	25	25	33
	5		17	58.6	6	12	71	12
Black or African American	3		2	4.5	*	*	*	*
Asian	3		1	2.3	*	*	*	*
	4		1	3.8	*	*	*	*
Hispanic or Latino	3		16	36.4	38	19	13	31
	4		10	38.5	*	*	*	*
	5		11	37.9	18	9	64	9
Native Hawaiian or Pacific Islander	3		1	2.3	*	*	*	*
White	3		23	52.3	4	17	26	52
	4		15	57.7	20	13	13	53
	5		18	62.1	6	22	50	22
Two or More Races	3		1	2.3	*	*	*	*
Socioeconomically Disadvantaged	3		16	36.4	44	13	13	31
	4		15	57.7	27	27	27	20
	5		10	34.5	*	*	*	*
English Learners	3		7	15.9	*	*	*	*
	4		4	15.4	*	*	*	*
	5		2	6.9	*	*	*	*
Students with Disabilities	3		2	4.5	*	*	*	*
	4		1	3.8	*	*	*	*
Students Receiving Migrant Education Services	5		1	3.4	*	*	*	*

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**Overall CAASPP Results (Mathematics)**

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students	% of Enrolled	# of Students	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met

		Tested	Students Tested	With Scores					
Grade 3	44	44	100.0	44	2470.2	39	27	25	9
Grade 4	26	26	100.0	25	2484.6	19	31	31	15
Grade 5	29	29	100.0	29	2522.9	10	34	52	3
All Grades	99	99	100.0	98		25	30	34	9

Grade Level	Concepts & Procedures			Problem Solving & Modeling/Data Analysis			Communicating Reasoning		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	48	36	16	41	48	11	48	45	7
Grade 4	32	40	28	16	64	20	28	48	24
Grade 5	24	59	17	10	66	24	10	72	17
All Grades	37	44	19	26	57	17	32	54	14

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven									
Student Group	Grade	Number of Students		Percent of Students					
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	
All Students	3	44	44	100.0	9	25	27	39	
	4	26	26	100.0	15	31	31	19	
	5	29	29	100.0	3	52	34	10	
Male	3		18	40.9	11	17	44	28	
	4		14	53.8	21	21	29	29	
	5		12	41.4	0	33	42	25	
Female	3		26	59.1	8	31	15	46	
	4		12	46.2	8	42	33	8	
	5		17	58.6	6	65	29	0	
Black or African American	3		2	4.5	*	*	*	*	
Asian	3		1	2.3	*	*	*	*	
	4		1	3.8	*	*	*	*	
Hispanic or Latino	3		16	36.4	6	44	31	19	
	4		10	38.5	*	*	*	*	
	5		11	37.9	0	73	27	0	
Native Hawaiian or Pacific Islander	3		1	2.3	*	*	*	*	
White	3		23	52.3	4	13	30	52	
	4		15	57.7	7	27	27	33	
	5		18	62.1	6	39	39	17	
Two or More Races	3		1	2.3	*	*	*	*	

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Socioeconomically Disadvantaged</b>	<b>3</b>		16	36.4	19	25	38	19
	<b>4</b>		15	57.7	20	27	47	0
	<b>5</b>		10	34.5	*	*	*	*
<b>English Learners</b>	<b>3</b>		7	15.9	*	*	*	*
	<b>4</b>		4	15.4	*	*	*	*
	<b>5</b>		2	6.9	*	*	*	*
<b>Students with Disabilities</b>	<b>3</b>		2	4.5	*	*	*	*
	<b>4</b>		1	3.8	*	*	*	*
<b>Students Receiving Migrant Education Services</b>	<b>5</b>		1	3.4	*	*	*	*

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.