Introduction:

LEA: Healdsburg Charter School   **Contact (Name, Title, Email, Phone Number):** Jeff Harding, Superintendent, jharding@husd.com, 707-431-3405   **LCAP Year:** 2015-16

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
Note: Governing Councils served as the LCAP Advisory Committee. Students, parents, teachers, administrators, counselors, classified staff and community members are all members of each Governing Council. The one exception is that students are not on the k-5 Governing Councils. 3/27/14 – DELAC reviews LCAP process and the timelines and opportunities for input. 4/16/14 – Board reviews LCAP and how this connects to reviewing needs and	• Teachers identify the need for additional CCSS and 21st century learning and technology skills training. This is included in the LCAP. • Governing Council (HES) recommends elementary school social/emotional counselor. This is included in the LCAP. • 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. • DELAC wants parent leadership training. This will continue and be

establishing priorities.

4/17/14 – HHS and HES Governing Councils review the scope of the LCAP and their role in providing input.

4/21/14 – Teachers provide input on the need for CCSS professional development and technology training.

5/1/14 – ELAC parents take the LCAP parent survey and review the 8 priority areas and the four target groups. ELAC provides input on strategies to include in the LCAP.

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 input on how to address needs and priorities.

5/8/14 – HJH Governing Council reviews the scope of the LCAP and their role in providing input.

5/8/14 – HES Governing Council reviews and gives input on the final LCAP.

5/8/14 – Student focus group held at HHS to understand articulation between sites (in math in particular), to identify the rigor of the curriculum, to identify the extent to which 21st century skills are taught in classes and to determine if students receive the support they need to become college/career ready.

5/15/14 – HHS Governing Council reviews and gives input on the final LCAP.

5/20/14 –LCAP findings on priorities and strategies presented to HJH staff.

5/21/14 – Board reviews the LCAP findings on the state priorities and provides an opportunity for public comment. The DELAC makes a presentation to the Board related to the LCAP.

Late May/early June – LCAP priority findings and template made available to staff and comments and input solicited.

6/2/14 - HJH Governing Council reviews and gives input on the final LCAP.

Late May/early June – The superintendent responds in writing to feedback/questions from Governing Councils (LCAP Advisory Groups) and DELAC.

6/12/14 – The Board reviews the final LCAP template and budget.

6/18/14 – Public hearing held on the LCAP. Public hearing on the Budget.

6/25/14 – LCAP is approved. Budget is approved.

expanded in the LCAP.

- DELAC and ELAC parents want more technology training. This is included in combination with homework support for students in the evening.
- DELAC and ELAC parents want to build upon the PIQE training. The LCAP includes another year of PIQE training and additional parent leadership development training to be offered through SCOE.
- 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 are being added in the LCAP to address this need.

Annual Update:

Note: Governing Councils served as the LCAP Advisory Committee.

Annual Update:

Teachers identify the need to attract and retain highly qualified teachers.

4/9/15 – DELAC reviews LCAP process, timelines and opportunities for input. 4/9/15 – HHS Governing Council reviews the LCAP and their role in providing input. 4/16/15 – HES Governing Council reviews the LCAP and their role in providing input. 4/20/15 – HJH Governing Council reviews the LCAP and their role in providing input. 4/23/15 – ELAC parents review the 8 priority areas and the four target groups. ELAC provides input on strategies to include in the LCAP. 5/4/15 –LCAP findings on priorities and strategies presented to HJH staff. 5/7/15 – HES Governing Council reviews and gives input on the final LCAP. 5/13/15 – 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 input on how to address needs and priorities. 5/14/15 – HHS Governing Council reviews and gives input on the final LCAP. 5/26/15 - HJH Governing Council reviews and gives input on the final LCAP. Late May/early June – The superintendent responds in writing to feedback/questions from Governing Councils (LCAP Advisory Groups) and DELAC. 6/12/15 – The Board reviews the final LCAP template and budget. 6/17/15 – Public hearing held on the LCAP. Public hearing on the Budget. 6/24/15 – LCAP is approved. Budget is approved.	Teachers continue to identify the need for CCSS and 21st century learning and technology skills training. This is included in the LCAP. Teachers and Principals identified the need to continue the Accelerated English program for ELLs. The input sessions provided very little input other than praise and 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?

GOAL 1:	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 X 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Parents need to provide input in decision making and be provided information to serve as true partners to educators.

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

LCAP Year 1: 2015-16

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Workshops for parents. Some examples include Common Core Institutes, Governance Council training and training on understanding data related to student learning.	Charter-wide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Workshops for parents 5800: Professional/Consulting Services And Operating Expenditures General Fund 1,000.00
PD for teachers on strategies to increase parent participation and support on how to communicate with parents.	Charter-wide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional development for teachers to increase parent participation 5800: Professional/Consulting Services And Operating Expenditures General Fund 3,500.00

Parents are actively recruited to serve on the schools' governing councils. Training on meaningful participation on a governing council.	Charter-wide	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
Volunteer opportunities are included in the Volunteer Handbook given to all parents and email notifications go out weekly.	Charter-wide	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Handbook printing 5800: Professional/Consulting Services And Operating Expenditures General Fund 200.00
Fingerprint parent volunteers so they can assist in school activities	Charter-wide	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Fingerprint parent volunteers 5800: Professional/Consulting Services And Operating Expenditures General Fund 2,000.00
Translators and child care assistants provided at all parent meetings	Charter-wide	_ All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide translators and child care at all parent meetings-cost is covered by HUSD traditional school 2000-2999: Classified Personnel Salaries General Fund Salary driven costs for translators and child care personnel-cost is covered by HUSD traditional school 3000-3999: Employee Benefits General Fund
Survey parents annually to gain their input and gauge	All	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒	Survey subscription 5000-5999: Services And Other

satisfaction		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Operating Expenditures General Fund 250.00
	All	_ All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	All	_ All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Continue to 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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Continue to 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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 2:	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 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Attendance, engagement and pro social-emotional behaviors are critical to success in school and life. Baseline: Attendance rate is 98%. Truancy rate is 12.33%.

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

LCAP Year 1: 2015-16

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify students with chronic attendance problems and identify strategies to address what is keeping these students from attending school consistently.	Charter-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
Continue initiative for at-risk students. All district directors and a counselor 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.	Charter-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development for Director of Student Services and teachers 5800: Professional/Consulting Services And Operating Expenditures General Fund 3,000.00

School Attendance Review Team findings discussed and reviewed with principals, teachers, counselors, parents. Attendance monitored through the SARB process.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
Notifications regarding attendance, progress in class and behavior are provided to parents via phone an letters.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Increased written communication to parents 5900: Communications General Fund 200.00
Reminders to parents about arrival and dismissal times emailed and noted in newsletter through out the year.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
Provide free/reduced bus passes so children can get to school	Charter-wide	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Free bus passes for low income students 5000-5999: Services And Other Operating Expenditures General Fund 3,000.00
Autodialer to inform parents of absences	Charter-	X All _ _ _ _ _ _ _ _ _ _ _ _	Annual fee for Auto-dialer absence notification-cost is covered

	wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	by HUSD traditional school 5800: Professional/Consulting Services And Operating Expenditures General Fund
Provide an alternative to traditional discipline consequences to emphasize problem-solving over punishment to address self-regulation.	Charter-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Positive Discipline program for parents 5800: Professional/Consulting Services And Operating Expenditures General Fund 700.00
Provide social/emotional support/counseling and support at grades K-5 for groups and individual students.	Charter-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	K-5 School Counselor-cost is covered by HUSD traditional school 1000-1999: Certificated Personnel Salaries General Fund Salary driven costs for K-5 Counselor-cost is covered by HUSD traditional school 3000-3999: Employee Benefits General Fund
Continue use of Toolbox (social-emotional) at grades K-5	Charter-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Toolbox kits for alternative discipline at elementary school level 4000-4999: Books And Supplies Donations 500.00

LCAP Year 2: 2016-17			
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.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
.	Charter-wide	_ All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
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.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 3:	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 X 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Students need access to the full course of study specified in Education Code, technology and standards-aligned curriculum in order to be prepared for college, career and life. Baseline: 100% of teachers are appropriately assigned. Set a baseline in 2015/16 for implementation of District technology standards. Brightbytes survey responses for students; classroom monitoring on student's level of implementation of District technology standards. 100% of students have standards- aligned curriculum based on Williams' required reporting.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	All students continue to have standards-aligned curriculum materials. Review of student schedules for students in the ELD (Accelerated English) program.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increased the school year of HCS from 180 to 182 days.	Charter-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers cost 1000-1999: Certificated Personnel Salaries General Fund 7,587.00 Salary driven costs 3000-3999: Employee Benefits General Fund 940.00
Purchase technology and CCSS and NGSS standards aligned curriculum materials to support full courses of study aligned to standards.	Charter-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Curriculum adoptions 4000-4999: Books And Supplies Lottery 10,000.00 Curriculum adoptions 5000-5999: Services And Other Operating Expenditures Lottery 5,000.00

		English proficient _ Other Subgroups: (Specify)	
Continue current hiring and monitoring practices to ensure proper teacher credentialing and assignments	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	HR Personnel-cost included in HUSD traditional school 2000-2999: Classified Personnel Salaries General Fund Salary driven costs-cost included in HUSD traditional school 3000-3999: Employee Benefits General Fund
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.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional development for teachers for CCSS and NGSS 5000-5999: Services And Other Operating Expenditures General Fund 5,500.00
After school tutorial for RFEP students.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	After school tutoring 5000-5999: Services And Other Operating Expenditures General Fund 2,500.00
	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

	Charter-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
.	Charter-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	Charter-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	All students continue to have standards-aligned curriculum materials. Review of student schedules for students in the ELD (Accelerated English) program.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	All students continue to have standards-aligned curriculum materials. Review of student schedules for students in the ELD (Accelerated English) program.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 4:	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 X 3 X 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify inquiry-based projects and technology integration

Identified Need :	Students have a more rigorous curriculum, where they are actively engaged in learning CCSS and 21st century skills. The curriculum is relevant and prepares them for college and career. All students need an educational program that aligns to the CCSS and 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: HCS
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate and refine the work of the Curriculum Council (CC).	Charter-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
Implement the SBAC Digital Library.	Charter-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	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

		English proficient _ Other Subgroups: (Specify)	
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.	Charter-wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
CC develops grade level expectations for standards-aligned interdisciplinary inquiry-based projects.	Charter-wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
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.	Charter-wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
Continue walk throughs and monitoring.	Charter-wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost

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.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology coaches and library media specialist-cost is covered by HUSD traditional school 1000-1999: Certificated Personnel Salaries General Fund Salary driven cost for technology coaches and library media specialist-cost is covered by HUSD traditional school 3000-3999: Employee Benefits General Fund
Students have specific instruction in technology skills and multi-media aligned with the technology standards. Teachers increasingly integrate technology into their instruction.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional development for technology integration in classrooms 5000-5999: Services And Other Operating Expenditures General Fund 3,000.00
Purchase more technology for K-5.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology purchase 4000-4999: Books And Supplies General Fund 15,000.00

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	There will be a 15% increase in specified practices over the previous year 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 2. 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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	There will be a 15% increase in specified practices over the previous year 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 new year. 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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 5:	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 X 5 X 6 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	All students and subgroups need to have high achievement to be college and career ready in the 21st century. Benchmarks are needed to monitor student progress and plan instruction in response. Students need to be physically fit to be best prepared for learning. Baseline: In 5th grade, less than 70% of students meet four Healthy Fitness Zone measures.

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

LCAP Year 1: 2015-16

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	Charter-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
Refine benchmarks in ELA, ELD, math and science using DataWise and the Digital Library	Charter-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	DataWise-cost covered by HUSD traditional school 5000-5999: Services And Other Operating Expenditures General Fund

		_ Other Subgroups: (Specify)	
Develop benchmarks in history/social studies.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
Continue to administer and analyze data from benchmarks.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
Implement K-5 standards-based report cards.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
Review and agree upon data driven instructional processes.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After a benchmark is given, data is analyzed and used to modify instruction, consider student placements and to report progress to parents.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
Monitor the minutes of physical activity in PE to ensure that students have the time allocated in Ed. Code.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost listed above as PE Enrichment teacher salaries and salary driven costs
Increased the school year of HCS from 180 to 182 days.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures listed in Goal 3

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Benchmarks in ELA, math 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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Wellness Committee reviews HFZ data and works with PE Enrichment	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth	

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

| **LCAP Year 3:** 2017-18 |

| Expected Annual Measurable Outcomes: | | Benchmarks in ELA, math, 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. |

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

	Does not apply to HCS, K-5			Related State and/or Local Priorities:
GOAL 6:				1 _ 2 _ 3 _ 4 _ 5 _ 6 7 8 _
				COE only: 9 _ 10 _
				Local : Specify

Identified Need :	

Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to expand Internship Coordinator services at the High School to grades 9-12 in order to begin implementing a continuum of Work-Based Learning to increase student engagement through real-world connections such as guest speakers, career days, job shadows, etc. Students counseled to take one or more AP and/or CTE courses in high school. AP/CTE courses are added so students can access the courses.	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Counselors advise students to take rigorous classes (AP, advanced, capstone)	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	All (100%) of students have access to the full course of study. A section is added at the high school, summer school is added and on-line courses are added to ensure this access.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Students have a clearly written 4-year graduation plan. To provide full course access to students enrolled in all programs, a 7-period day is implemented at HHS, summer programs are offered and increased on-line courses are provided.	All	_ All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Students have graduation plans and greater options for full course access LCFF $10,000

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**

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

GOAL 7:	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 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Provide and maintain facilities that support a 21st Century Learning environment. Baseline: On the FIT and FMC are in "fair" repair. HES/HCS is in "good" repair.

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

LCAP Year 1: 2015-16

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	Charter-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Total cost to be determined-costs covered by HUSD traditional school 6000-6999: Capital Outlay Building Fund
HES – library remodel - conversion from Library to Learning Commons. Removing old portables.	Charter-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	HES library remodel-Costs covered by HUSD traditional school 6000-6999: Capital Outlay Building Fund 85,000.00

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
FMC – renovation to remedy original construction problems - from water damage – new windows and roof.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	FMC renovation-cost covered by HUSD traditional school 6000-6999: Capital Outlay Building Fund 800,000.00 Demolition of portables-cost covered by HUSD traditional school 5000-5999: Services And Other Operating Expenditures Building Fund 63,000.00
Continue to upgrade the wireless network and infrastructure districtwide in order to support 1:1 everywhere and in some places 2:1.	Charter-wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology infrastructure-HES campus-costs covered by HUSD traditional school 6000-6999: Capital Outlay Building Fund 18,190.00 Technology infrastructure-FMC campus-costs covered by HUSD traditional school 6000-6999: Capital Outlay Building Fund 15,000.00

LCAP Year 2: 2016-17			
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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Maintain completion of scheduled facility projects identified in the Facilities Master Plan; all facilities are in "good" condition on the FIT report.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 8:	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 X 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :		
Goal Applies to:	Schools: HCS	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	All learners graduate from the HUSD well prepared for college and career.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increased the school year of HUSD from 180 to 182 days.	Charter-wide	X All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost is included in Goal 3
Communicate with the SCOE Foster Youth Coordinator and/or foster parents to identify social/emotional and/or academic counseling needs and provide individualized services.	Charter-wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Support for homeless students and foster youth-costs covered by HUSD traditional school 1000-1999: Certificated Personnel Salaries McKinney Vento Grant Support for homeless students and foster youth-cost covered by HUSD traditional school 2000-2999: Classified Personnel Salaries McKinney Vento Grant 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 Supplies for homeless students and foster youth-costs covered by HUSD traditional school 4000-4999: Books And

			Supplies McKinney Vento Grant
			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
Continue 1-2 day retreats at the beginning of the school year for all teachers focusing on increasing services to our English learners, low income and foster/homeless students.	Charter-wide	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher salaries for retreat days 1000-1999: Certificated Personnel Salaries General Fund 4,500.00 Salary driven costs for teacher retreat days 3000-3999: Employee Benefits General Fund 545.00
Provide interventions to increase the achievement of low-income pupils. Paraprofessionals provide support to students in small groups or individually to accelerate learning.	Charter-wide	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Paraprofessional cost 2000-2999: Classified Personnel Salaries Salary driven costs for above personnel 3000-3999: Employee Benefits
Add K-5 School Psychologist to focus on social/emotional barriers to learning.	Charter-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	K-5 Psychologist-cost is covered by HUSD traditional school 1000-1999: Certificated Personnel Salaries General Fund Salary driven costs for Psychologist-cost is covered by HUSD traditional school 3000-3999: Employee Benefits General Fund
Read 180 and Schoalstic curricula provided for students not reading at grade level.	Charter-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Read 180 and Scholastic 4000-4999: Books And Supplies General Fund 2,000.00

		_ Other Subgroups: (Specify)	
Continue to implement the Toolbox Program to support social-emotional learning with a focus on strategies students can use to build resilience.	Charter-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Toolbox kits 4000-4999: Books And Supplies General Fund 1,500.00

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Continue to close the gap and increase opportunities to learn for low-income pupils and foster youth.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Continue to close the gap and increase opportunities to learn for low-income pupils and foster youth.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

| GOAL 9: | 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 X 3 X 4 X 5 X 6 X 7 X 8

COE only: 9 _ 10 _

Local : Specify |

| Identified Need : | Students need to read, write and communicate in English for success in college, career and life. |

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

LCAP Year 1: 2015-16

| Expected Annual Measurable Outcomes: | Increase CELDT scores each year. |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor ELD student achievement and adjust implementation based on quarterly benchmarks and other data.	Charter-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
Monitor R-FEP student progress on benchmarks given every 9 weeks and support from paraprofessionals provided where needed.	Charter-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups:	Paraprofessional cost included in Goal 8-cost covered by HUSD traditional school

		(Specify)	
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Continue to increase CELDT scores each year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Continue to increase CELDT scores each year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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:	1) All teachers meet credentialing and assignment requirements	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Students have teachers who are fully credentialed and appropriately assigned based on their credentials. The goal is that 100% of teachers will be fully qualified and appropriately assigned.	Actual Annual Measurable Outcomes:	100% of teachers are fully qualified.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue existing hiring, monitoring and teacher assignment practices	Monitor and assist teachers in completing full certification Title II $250	Provide support and information to teachers needing to complete credentialing

Manager of Human Resources and HR Assistant attended a recruitment fair

Hired a full-time credentialed District Library Media Teacher

3 professional development days were provided for all teachers

Recruit and hire early in the year. Representative panel conducts a thorough interview process for selected candidates and demonstration lesson for finalists | District Library Media Teacher and substitutes-cost currently covered by HUSD traditional school 1000-1999: Certificated Personnel Salaries General Fund |
			HR Personnel-cost currently covered by HUSD traditional school 2000-2999: Classified Personnel Salaries General Fund
			Salary driven costs and health benefits-cost currently covered by HUSD traditional school 3000-3999: Employee Benefits General Fund
			Registration fee and supplies for employment fair-cost currently covered by HUSD traditional school 4000-4999: Books And Supplies General Fund
			Printing services for employment fair-cost currently covered by HUSD

			traditional school 5000-5999: Services And Other Operating Expenditures General Fund
Scope of Service	Charter-wide		Scope of Service	Charter-wide		
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are successfully accomplishing this goal. Continue current actions and services in order to maintain 100% of teachers being full qualified and nearly all appropriately assigned.		

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.

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Original GOAL 2 from prior year LCAP:	2) Due to participatory parent engagement, the school reflects the charter vision, student needs are met, and parents are more informed about school programs, 21st century learning skills, CCSS and the Innovation Design Plan (IDP)	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	The school program reflects the charter vision, student needs - present and future - due to active participatory engagement at the school and district levels and implementation of the IDP.	Actual Annual Measurable Outcomes:	All parent positions on the Governing Councils are filled. Innovation Design Plan (IDP) is being implemented.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parents are actively recruited to serve on the schools' governing council and there are opportunities for all parents to be involved. There is training on how to meaningful participate in a governing council.	Recruitment and training LCFF $250	Recruitment process for Governing Councils includes: notification of openings by newsletter, email, and website. Voting by ballot (paper or email). Orientation for new members. All parent positions on the Governing Council are filled. Volunteer opportunities are included in the Volunteer Handbook given to all parents and email notifications go out weekly. Fingerprinting parent volunteers so they can assist in school activities Work to improve communication to and from parents by working with communication consultant	Principal's time preparing for and meeting with Governing Council 1000-1999: Certificated Personnel Salaries General Fund 9,155.00
			Fingerprinting parent volunteers and contracted with Public Relations specialist for public communication 5000-5999: Services And Other Operating Expenditures General Fund 2,550.00
			Salary driven cost for principal's time listed above 3000-3999: Employee Benefits General Fund 1,135.00

Scope of Service	Charter-wide		Scope of Service	Charter-wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service			Scope of Service		
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service			Scope of Service		
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Need to devote staff time to create and implement a parent engagement survey and set a baseline for quality engagement on the Governing Council.				

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Original GOAL 3 from prior year LCAP:	3) Teachers and support staff are focused on barriers to student achievement and plan and implement programs to reduce the barriers as a means to increase student achievement.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	All staff is accountable for using meetings to focus on addressing student needs. Agendas and minutes reflect full participation and a focus on increasing student achievement.	Actual Annual Measurable Outcomes:	Staff are accountable for using meetings to focus on student needs. Agendas and minutes reflect majority of meetings have full participation and focus on increasing student achievement.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Clear expectations for staff meeting protocols are communicated; all staff receive training and ongoing support to foster collaboration (Innovation Design Teams, Governance Councils, Grade level, Department, and Interdisciplinary meetings)	Consultants for retreat, release time LCFF $1,800	Staff meetings and weekly (at a minimum) Common Planning Time are used for: reports from Innovation Design Teams and professional development on CCSS, technology integration, interventions, inquiry-based learning, etc.	Professional consultants for Common Core implementation 5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds 600.00
			Teacher salaries for Common Planning Time 1000-1999: Certificated Personnel Salaries General Fund 31,205.00
			Salary driven costs for Common Planning Time 3000-3999: Employee Benefits General Fund 3,866.00
Scope of Service	Charter-wide	Scope of Service	Charter-wide	
X All OR: _ Low Income pupils _ English Learners		X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Going forward this goal will be streamlined into a more strategic goal to include actions and services that directly relate to student achievement and in particular a focus on closing the achievement gap for English Language Learners and low income pupils. See new goal 8 for 2015-16.		

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Original GOAL 4 from prior year LCAP:	4) Identify students with chronic attendance problems and identify strategies to address what is keeping these students from attending school consistently.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Students who have had chronic truancy attend school more regularly. (Average 10% increase for identified students)	Actual Annual Measurable Outcomes:	HCS truancy rate is 12.33%.

<table>
<tr><td colspan="4" align="center">LCAP Year: 2014-15</td></tr>
<tr><td colspan="2" align="center">Planned Actions/Services</td><td colspan="2" align="center">Actual Actions/Services</td></tr>
<tr><td></td><td align="center">Budgeted Expenditures</td><td></td><td align="center">Estimated Actual Annual Expenditures</td></tr>
<tr>
<td>The Directors of Student Services, Special Education and Curriculum and Instruction meet to look at systems and processes related to attendance and plan how to change systems and processes to change outcomes. Findings are shared and reviewed with the Governing Council. Identify the needed resources for a plan to increase attendance for students who are chronically truant. Implement this plan.</td>
<td>Develop and implement plan to increase student attendance   LCFF $250</td>
<td>Notifications sent to parents via phone and letters.

Reminders to parents about arrival and dismissal times emailed and noted in newsletters through out the year.

Autodialer to inform parents of absences</td>
<td>Increased communication to parents 5000-5999: Services And Other Operating Expenditures General Fund 469.00

Auto-Dialer for absences 5000-5999: Services And Other Operating Expenditures General Fund 360.00

Bus passes for low income families 5000-5999: Services And Other Operating Expenditures General Fund 6,000.00</td>
</tr>
<tr>
<td>Scope of Service | Charter-wide

X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English</td>
<td></td>
<td>Scope of Service | Charter-wide

X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient</td>
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</table>

proficient _ Other Subgroups: (Specify)		_ 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?	While we will continue these basic services we will refine the strategies and procedures for intervention and remediation to address the root causes of truancy through the increased counseling and school psychology services in addition to training and support to teachers on engagement strategies (inquiry-based projects), parent communication, health and wellness, etc.		

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Original GOAL 5 from prior year LCAP:	5) Work actively to prevent the root causes of suspensions and expulsions. Provide an alternative to traditional discipline consequences to emphasize problem-solving over punishment.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Fewer students are suspended. No students are expelled. Students learn how to use problem-solving to address self-regulation.	Actual Annual Measurable Outcomes:	The suspension rate decreased

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Grade K-5 counselor provides services to groups and individual students. The Directors of Student Services, Special Education and Curriculum and Instruction meet to analyze the underlying causes and factors contributing to suspensions and expulsions and develop a plan to address the root causes. Findings are shared with the Governing Council who determines the level of implementation at HCS based on data. The Director of Student Services works with HCS on implementing a student self-regulation.	Contract for part-time counselor who provides social/emotional counseling at grades K-5. Develop and implement plan to address underlying factors contributing to suspensions and expulsions. Continue implementation of Toolbox. LCFF $15,288	Began an initiative for at-risk students. All District Directors and a Counselor formed a task force to review student services processes and procedures for intervention at each site. A cohesive, coordinated and articulated process was produced that personnel at both District and Site level now follow. Districtwide counselors began to select highly at-risk student to provide high levels of monitoring and support Toolbox tune- up at 3-5 (Fitch Mt.) Behavior Specialist developed classroom strategies for all students, Behavior Plans made for students identified through Student Study Team, and professional development for teachers on behavior interventions.	Costs are included in Goal 4

Scope of Service	Charter-wide		Scope of Service	Charter-wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	While we will continue these basic services we will refine the strategies and procedures for intervention and remediation to address the root causes of suspension and expulsions through the increased counseling and school psychology services in addition to training and support to teachers on Toolbox and other pro-social/emotional skills, parent communication, etc.				

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Original GOAL 6 from prior year LCAP:	6) All students have access to the full course of study as defined in Education Code.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	All students have access to the full course of study.	Actual Annual Measurable Outcomes:	All students have access to the full course of study.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The full educational program defined in the charter and described in Education Code is provided for all students.	Continue current practices $0		No cost
Scope of Service: Charter-wide		Scope of Service: Charter-wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to	Add 2 days to the school year from 180 to 182 for all students in order to prepare students for college, career and life. .

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.

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Original GOAL 7 from prior year LCAP:	7) An average of 70% or more of students meet each Healthy Fitness Zone measure in year 1, 75% meet it in year 2 and 80% meet it in year 3.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	More students are physically fit. (70% target)	Actual Annual Measurable Outcomes:	The Healthy Fitness Zone data is not yet available for 2014-15. When it becomes available in the Fall we will review and continue to use it to determine actions/services.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Wellness Committee reviews HFZ data and works with Governing Council and elementary grade level leads to develop a plan to increase students' physical fitness each year. Monitor the minutes of physical activity in PE to ensure that students have the time allocated in Ed. Code.	Develop and implement increased physical fitness plan. Monitor PE minutes LCFF $250	Students have required PE minutes at all grades (Enrichment at k-5) Professional development provided for SPARK PE activities through Healthy for Life grant. Purchased PE equipment needed for SPARK activities. Teacher report to board in May on implementation of PE/Spark activities at the elementary level	PE Enrichment teachers 1000-1999: Certificated Personnel Salaries Donations 6,580.00 Salary driven costs for PE Enrichment teachers 3000-3999: Employee Benefits Donations 815.00 PE equipment including SPARK program 4000-4999: Books And Supplies General Fund 1,500.00
Scope of Service	Charter-wide	Scope of Service	Charter-wide
X All OR: _ Low Income pupils _ English Learners		X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Ensure all students have required PE minutes at all grades.		

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Original GOAL 8 from prior year LCAP:	8) All students have standards-aligned curriculum materials that meet Williams requirements. All students will have CCSS and NGSS standards-aligned curriculum materials based on the Charter School's adoption schedule. All students participate in project-based learning inquiries aligned with CCSS and incorporating 21st century instructinal skills.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	All students continue to have standards-aligned curriculum materials. All students participate in project-based learning and are evaluated through rubrics. Rubrics determine effort, quality of work, incorporation of technology, and feedback from teachers and an external audience (when appropriate).	Actual Annual Measurable Outcomes:	All students continue to have standards-aligned curriculum materials and participate in project-based learning.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The charter school will work with the District on a CCSS curriculum adoption schedule and participate in selecting, implementing and professional development on newly adopted curriculum materials. The preliminary 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.	Implement math CCSS aligned curriculum at grades K-5 LCFF $70,000	Textbooks inventoried

Piloted materials and received PD for math adoption (Expressions, My Math, Engage NY, Carnegie)

Teachers attended 2 CCSS math workshop through SCOE focused on math practices

Rubrics for project-based learning were developed and modified through out the year.

Curriculum IDT. Took state curriculum calendar to them.

Elementary teachers completed 2.5 days of PD on the tech component of the math curriculum | Instructional material 4000-4999: Books And Supplies Lottery 2,363.00

Instructional material 4000-4999: Books And Supplies Common Core Standards Implementation Funds 1,005.00

Instructional software 5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds 5,000.00

Professional Development 5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds 1,500.00

Extra teacher time for CCSS professional development 1000-1999: Certificated Personnel Salaries |

			Common Core Standards Implementation Funds 420.00
			Salary driven costs for above personnel 3000-3999: Employee Benefits Common Core Standards Implementation Funds 52.00
			Student Math fair 5000-5999: Services And Other Operating Expenditures General Fund 1,300.00

Scope of Service	Charter-wide		Scope of Service	Charter-wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to purchase and provide PD so that all students have access to standards-aligned curriculum materials based on the charter school adoption schedule.

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Original GOAL 9 from prior year LCAP:	9) Students learn CCSS and 21st century instructional skills in all classes.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Students have a more rigorous curriculum, where they are actively engaged in learning CCSS and 21st century skills.	Actual Annual Measurable Outcomes:	Classroom observation tool in development but not deployed.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Participate with Curriculum Council (CC) on developing grade level expectations for what CCSS and 21st Century teaching and learning look like. Participate in CC to identify or develop the classroom observation tool and plan how to make the observation process meaningful. The tool may be modified to align with the charter vision. The District offers professional development to teachers on CCSS and 21st century learning skills using the findings on level of implementation from observations.	Participate in CC. Begin walk throughs. Continue professional development on CCSS and 21st century learning skills on 3 staff development days. LCFF $10,350	District and stakeholder representative Curriculum Council formed to weigh in on all issues regarding Curriculum (PD, materials, timelines, assessment, etc).

Classroom observation tools reviewed but one was not yet selected due to change in C&I Leadership.

Administrators and teachers visited seven schools to learn from peers strategies for teaching and learning 21st century skills and inquiry, project-based learning.

Contracted with SCOE (Matt O'Donnell) for 15 days of on-site tech PD (eg. media as a text, use of learning management systems, google apps, etc)

1.2 FTE district tech coaches provided | Three professional development days for all teachers and extra time for Technology Integration professional development 1000-1999: Certificated Personnel Salaries General Fund 939.00

Salary driven costs for above personnel 3000-3999: Employee Benefits General Fund 939.00 |

		group and 1:1 support on 21st century skills and technology integration. Technology needs discussed and addressed at Tech IDT.	
Scope of Service Charter-wide X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Charter-wide X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Consider if a classroom observation tool will be the most effective means to determine whether or not we are meeting this goal. Consider other measures.		

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Original GOAL 10 from prior year LCAP:	10) All students and subgroups have increasingly higher achievement as measured by benchmarks and state assessments once available. Parents are more informed about their child's grades and progress for all students plus English Language acquisition for English Learners.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Students take benchmarks at least every nine weeks in ELA and math. Based on benchmark data, instruction will be differentiated to address students' level of mastery.	Actual Annual Measurable Outcomes:	Benchmark data for ELA and math at k-5 shows improvement in achievement for all subgroups. CAASPP data will be reviewed and used when available.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop benchmark assessments using DataWise and the Digital Library (as available) during the first 9 weeks of instruction in year 1. Review and agree upon data driven instructional processes. After a benchmark is given, data is analyzed and used to modify instruction, consider student placements and to report progress to parents. Review grading practices. Develop and implement standards-based report cards.	Develop benchmarks in ELA and math. Administer benchmarks and analyze and report out data. Review grading practices using benchmark data and plan the relationship between report cards and benchmark performance. LCFF $12,852	ELA and math benchmarks implemented in k-5. Quarterly PD provided to implement. Results of the assessment reviewed during common planning time. Piloted standards-based report cards k-5 Using Datawise, CCSS benchmarks are given 4 times a year for 3-5th Unit tests for ELA and math are given monthly for K-5. DRAs for K-2 3 times per year. Progress is discussed at CPT and reported on CCSS report cards.	Teacher salaries for 3 release days by grade level/dept for benchmarks and 3 for grading 1000-1999: Certificated Personnel Salaries LCFF 15,161.00 Salary driven costs for above personnel 3000-3999: Employee Benefits General Fund 1,878.00 Share of the cost of DataWise 5000-5999: Services And Other Operating Expenditures General Fund 3,363.00

Scope of Service Charter-wide X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Charter-wide X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide interventions to increase the achievement of low-income pupils. At HCS, intervention teachers and paraprofessionals provide support to students in small groups or individually to accelerate learning.	Provide interventions and extra classes for support at HCS LCFF $12,000.		
Scope of Service Charter-wide _ All - - - - - - - - - - - - - - - - OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Charter-wide _ All - - - - - - - - - - - - - - - - OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Develop the ELD program to address the needs of HCS English Learners to include methods, curriculum and assessments.	Develop an implement program. Monitor student achievement and adjust implementation based on data. Professional development and coaching support continues. Implement summer school program to extend students' opportunity to learn. LCFF $9,000. Title III $1,000.		
Scope of Service Charter-wide		Scope of Service Charter-wide	

_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide parent leadership training through PIQE. Participate in SCOE-provided parent education specifically designed for Spanish-speaking parents to develop leadership in ELAC and DELAC and to represent their child's educational needs. This includes how to navigate the US school system. Provide after school technology training to parents while their child receives homework support. Provide parenting education program in Spanish for parents with preschool-aged children. This program addresses how to help achild be successful in school. Hold positive discipline parenting workshops.	Provide PIQE and SCOE parent leadership training. Provide parent education training. Title III $1,606. LCFF $500		
Scope of Service	Charter-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	Charter-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide interventions to increase achievement of low-income pupils. At HCS, intervention teachers and paraprofessionals provide support in	Provide interventions and/or support classes. Add K-5 socail/emotional counselor. LCFF $14,288.		

small groups or individually to accelerate learning. Communicate with the SCOE Foster Youth Coordinator and/or foster parents to identify social/emotional and/or academic counseling needs and provide individualized services. Continue to implement the Toolbox Program to support social-emotional learning with a focus on strategies students can use to build resilience.			
Scope of Service Charter-wide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** Charter-wide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Develop clear and specific monitoring processes to monitor the progress of R-FEP students on academic achievement. If a student is not making progress, then problems are identified quickly and a plan is developed and implemented.	Develop and implement monitoring processes with clear responsibilities. LCFF $250		
Scope of Service Charter-wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** Charter-wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Benchmark data for ELA and math at k-5 shows improvement in achievement for all subgroups. Continue to modify instruction based on data.

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 11 from prior year LCAP:	11) The school implements the Digital Library. All Students use technology proficiently on a daily basis and demonstrate 21st century technology skills. Students learn in classrooms where technology is integrated into instruction. Students are competent in using computer applications.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Students have systematic instruction in technology skills and multi-media. More technology is integrated in classroom instruction. Students have more access to technology during the school day. Pre/post SMART goals are set in the fall of 2014.	Actual Annual Measurable Outcomes:	Students have access to technology and is increasingly integrated into classroom instruction. Results of the BrightBytes survey will be reviewed by administration over the summer to plan PD and purchasing. SMART goals were not set in the fall of 2014 but will be in the Fall of 2015.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement the digital library. Adopt technology standards. Provide professional development for teachers on how to integrate technology into their curriculum through Technology Coaches and Library Media Specialists. Students have specific instruction in technology skills and multi-media aligned with the technology standards. Teachers increasingly integrate technology into their instruction. Charter School teachers participate on the Curriculum Council to research, evaluate and recommend on-line curriculum materials aligned with CCSS and the charter vision.	Implement digital library. Professional development for teachers. Purchase more technology. LCFF $32,500.	CAASPP (SBAC) was administered	Staff for SBAC testing 2000-2999: Classified Personnel Salaries General Fund 770.00 Salary driven costs for above personnel 3000-3999: Employee Benefits General Fund 165.00
Scope of Service	Charter-wide		
		Scope of Service	Charter-wide

X All		X All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue providing students with access to technology and teachers increase integrating technology into classroom instruction.

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 12 from prior year LCAP:	12) School facilities provide a 21st century learning environment. Scheduled facility projects identified in the Facilities Master Plan are completed.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Technology Integration

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

Expected Annual Measurable Outcomes:	Students continue to learn in buildings that either support 21st century learning or are in the process of becoming an environment that supports 21st century learning.	Actual Annual Measurable Outcomes:	Students have access to technology and is increasingly integrated into classroom instruction. Results of the BrightBytes survey will be reviewed by administration over the summer to plan PD and purchasing. SMART goals were not set in the fall of 2014 but will be in the Fall of 2015.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The District performs routine maintenance and/or repair projects as scheduled. These projects address the conditions identified in the FIT report.	FMC receives attention necessary to bring it to "Good" condition on the 2014/15 FIT. HES receives attention necessary to maintain it at the "good" or better condition on the FIT. Building Fund $65,000.	New library commons created at HES and FMS Upgraded wireless networks district wide	Supplies for facility improvement/updates-cost is covered by HUSD traditional school 4000-4999: Books And Supplies Building Fund
			Construction services-cost is covered by HUSD traditional school 5000-5999: Services And Other Operating Expenditures Building Fund
			Construction services and equipment-cost is covered by HUSD traditional school 6000-6999: Capital Outlay Building Fund
Scope of Service	Charter-wide	Scope of Service	Charter-wide
X All OR:		X All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to update facilities based on Master Plan.

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:	$48,709.00

We spent $48,800 on services to Unduplicated student population, primarily English Language Learners. We receive straight Unduplicated student percent of 39.7%. We contracted with consultants to provide professional development for administrators and teachers for ongoing coaching for the Accelerated English (ELD) program which we began in 2013-14. In 2014-15, we reclassified 144 out of 628 English Language Learners district-wide. We provided Instructional Assistants at each site to work with English Learners. We provided translation services and child care at all parent meetings. We contracted for translation services for written communication. Employ bilingual front office staff at all sites and District Office to facilitate communication with Spanish speaking parents. We provided after school and summer school programs specifically for English learners. We increased the school day at the high school from a 6-period to a 7-period day allowing for increased remediation and acceleration. We provided PIQE 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. Ran Pasitos Program for children ages 3-4 years old. We maintained an average class size of 18:1 at the elementary level. We provided an open library night with technology training and support available one night a week. We provided free and reduced price bus transportation and free/reduced lunch programs.

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.

3.57	%

We spent $48,800 out of $1,192,260 for our Unduplicated student population. This is 4.09% more services provided specifically to our Unduplicated student population over what we provided to all of our students. We plan on continuing our Accelerated English program and our programs for low income and foster youth/homeless student populations.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	247,434.00	99,090.00	1,122,615.00	858,290.00	0.00	1,980,905.00
	0.00	0.00	0.00	0.00	0.00	0.00
Building Fund	65,000.00	0.00	981,190.00	0.00	0.00	981,190.00
Common Core Standards Implementation Funds	0.00	8,577.00	0.00	0.00	0.00	0.00
Donations	0.00	7,395.00	7,895.00	0.00	0.00	7,895.00
General Fund	0.00	65,594.00	118,530.00	0.00	0.00	118,530.00
LCFF	179,578.00	15,161.00	0.00	858,290.00	0.00	858,290.00
Lottery	0.00	2,363.00	15,000.00	0.00	0.00	15,000.00
Title II	250.00	0.00	0.00	0.00	0.00	0.00
Title III	2,606.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	0.00	99,090.00	1,122,615.00	0.00	0.00	1,122,615.00
1000-1999: Certificated Personnel Salaries	0.00	63,460.00	69,346.00	0.00	0.00	69,346.00
2000-2999: Classified Personnel Salaries	0.00	770.00	4,392.00	0.00	0.00	4,392.00
3000-3999: Employee Benefits	0.00	8,850.00	7,837.00	0.00	0.00	7,837.00
4000-4999: Books And Supplies	0.00	4,868.00	30,000.00	0.00	0.00	30,000.00
5000-5999: Services And Other Operating Expenditures	0.00	21,142.00	82,250.00	0.00	0.00	82,250.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	10,400.00	0.00	0.00	10,400.00
5900: Communications	0.00	0.00	200.00	0.00	0.00	200.00
6000-6999: Capital Outlay	0.00	0.00	918,190.00	0.00	0.00	918,190.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	0.00	99,090.00	1,122,615.00	0.00	0.00	1,122,615.00
1000-1999: Certificated Personnel Salaries	Common Core Standards Implementation Funds	0.00	420.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Donations	0.00	6,580.00	6,580.00	0.00	0.00	6,580.00
1000-1999: Certificated Personnel Salaries	General Fund	0.00	41,299.00	62,766.00	0.00	0.00	62,766.00

Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
Total Expenditures by Object Type and Funding Source							
1000-1999: Certificated Personnel Salaries	LCFF	0.00	15,161.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	General Fund	0.00	770.00	4,392.00	0.00	0.00	4,392.00
3000-3999: Employee Benefits	Common Core Standards Implementation Funds	0.00	52.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Donations	0.00	815.00	815.00	0.00	0.00	815.00
3000-3999: Employee Benefits	General Fund	0.00	7,983.00	7,022.00	0.00	0.00	7,022.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	0.00	1,005.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Donations	0.00	0.00	500.00	0.00	0.00	500.00
4000-4999: Books And Supplies	General Fund	0.00	1,500.00	19,500.00	0.00	0.00	19,500.00
4000-4999: Books And Supplies	Lottery	0.00	2,363.00	10,000.00	0.00	0.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Building Fund	0.00	0.00	63,000.00	0.00	0.00	63,000.00
5000-5999: Services And Other Operating Expenditures	Common Core Standards Implementation Funds	0.00	7,100.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	General Fund	0.00	14,042.00	14,250.00	0.00	0.00	14,250.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	0.00	5,000.00	0.00	0.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	0.00	0.00	10,400.00	0.00	0.00	10,400.00
5900: Communications	General Fund	0.00	0.00	200.00	0.00	0.00	200.00
6000-6999: Capital Outlay	Building Fund	0.00	0.00	918,190.00	0.00	0.00	918,190.00

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).

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