

Introduction:

LEA: Salmon Creek Charter, Grades 2 through 8 **Contact (Name, Title, Email, Phone Number):** Rachael Maves, Superintendent, rmaves@harmonyusd.org, (707) 874-1205
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

Mission Statement: The Mission of the Harmony Union School District is to provide for the academic, social, and emotional growth of children in a challenging, creative and safe environment. Harmony Union School District will empower students to become life-long learners able to make informed decisions, become productive citizens, and responsible stewards of the environment.

District Goals:

Curriculum

In order to close the achievement gap and provide a rigorous education that prepares students to be college and career ready, the district staff and teachers will work cooperatively to develop, promote and implement methods and lessons that meet different learning styles and needs of all students, including unduplicated students and students with exceptional needs.

Technology

District staff and teachers will enhance and refine access and appropriate use of technology in support of classroom instruction and student learning at all grade levels.

Place-Based Learning

District staff, teachers and community volunteers will work to more fully develop the district’s TK-8 place-based curriculum in order to better support student learning and life decisions.

Student Leadership

District staff and teachers will work to provide lessons and programs in support of student learning and development that promote responsible citizenship, creativity and individual leadership.

Healthy Choices

District staff and teachers will expand and clearly articulate to parents and students healthy choice standards to include nutrition and fitness practices throughout the TK-8 program.

Empty rectangular box at the bottom of the page.

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
January-February: Input was gathered from parents, guardians, and community via website/electronic survey.	Presentation of LCAP and LCFF to HUSD Parent Advisory Committee (SC/CAB). Approval of survey to send out to all staff and community members for annual update and suggestions for next year’s LCAP.
February 9, 2016: All surveys collected and data aggregated.	For next year’s LCAP Continued focus on attendance and tardies (daily phone calls from the office, attendance awards), continued aide support, discuss the effectiveness of Homework Club, focus on closing the achievement gap, focus on math.
February 4, 2016: LCAP discussion with Certificated and Classified Staff	
February 17, 2016: Site Council/Charter Advisory Board (SC/CAB) meeting. This	

<p>group comprises the EL Advisory Committee as well as Parent Advisory Committee.</p> <p>February 19, 2016: Board Workshop, Community members, Board members, staff, and parents participated in a Board Workshop offering suggestions for next year's LCAP. Presentation of data from surveys concerning effectiveness of actions and services.</p> <p>April 27, 2016: Budget Committee Meeting, discussion on funding goals within LCAP.</p> <p>May 26, 2015, Draft of LCAP posted online and given to stakeholders to provide input.</p> <p>May 25, 2016: Presentation of LCAP rough draft to Site Council/Charter Advisory Board. There were no questions which required a written response.</p> <p>April 20, 2015, Draft of LCAP posted online and given to stakeholders to provide input.</p> <p>June 16, 2016: Public Hearing for LCAP and Budget</p> <p>June 17, 2016: Board Approval of LCAP</p>	<p>For next year's LCAP, committees focused on identifying student needs, setting goals, and action/services that will get us there.</p> <p>For next year's LCAP suggestions: included discussion around PBL, more specific goals including more actions and services.</p> <p>Budget committee discussed the changes to our LCFF funding and how that will affect us in the upcoming years.</p> <p>Discussion around designating funds to LCAP goals.</p> <p>Overall very positive feedback from students. Focus on student engagement next year.</p> <p>Reminder for continued Stakeholder Engagement.</p> <p>Draft of LCAP and budget will be reviewed and time given for input and to respond in writing.</p> <p>Approve LCAP and Budget</p>
--	---

<p>Annual Update:</p> <p>Beginning in January 2016, HUSD began to notify stakeholders about the Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP). This was done at School Board meetings, Site Council/Charter Advisory Board meetings, and other district and site level meetings and committees. A continual LCAP update was provided through a Principal's or Superintendent's report at board meetings, staff meetings, and Site Council/Charter Advisory Board (this is HUSD's parent advisory committee) meetings after the January meetings (monthly). In all cases, the LCAP for both Harmony Elementary School (TK, K, 1) and Salmon Creek Charter (grades 2-8) were discussed together, but as two separate schools. In all cases feedback was solicited for</p>	<p>Annual Update:</p> <p>From surveys, discussions, workshops, etc. many suggestions were provided for the Annual Update including the rewording of Goals, removal of fulfilled Outcomes including services and actions, suggestions for new goals and services and actions. Overall, a common thread among stakeholders was the discussion around increased communication between all HUSD community members, a narrowed focus on needs and outcomes.</p> <p>The District used surveys to compile data concerning progress in our actions and services. Using the information, discussions were focused on whether or not those services that were fulfilled lead to increased student achievement. It</p>
--	--

the Annual Update and the LCAP.

January-February: Input was gathered from parents, guardians, and community via website/electronic survey.

February 9, 2016: All surveys collected and data aggregated.

February 4, 2016: LCAP discussion with Certificated and Classified Staff

February 17, 2016: Site Council/Charter Advisory Board (SC/CAB) meeting. This group comprises the EL Advisory Committee as well as Parent Advisory Committee.

February 19, 2016: Board Workshop, Community members, Board members, staff, and parents participated in a Board Workshop offering suggestions for next year's LCAP. Presentation of data from surveys concerning effectiveness of actions and services.

April 27, 2016: Budget Committee Meeting, discussion on funding goals within LCAP.

May 26, 2016, Draft of LCAP posted online and given to stakeholders to provide input.

became apparent that more communication and discussion around actions and services would be required through out the course of the year.

Presentation of LCAP HUSD Parent Advisory Committee (SC/CAB). Approval of survey to send out to all staff and community members.

Increased response from surveys this year. Suggestions for increased communication, focus on PBL, student and parent support around CCSS and, focusing on closing achievement gap.

Provided feedback on revision of Goal 1. See Annual Update in LCAP for revisions.

Provided numerous suggestions for Goal, Outcome, and Services and Actions revisions. See Annual Update in LCAP for revisions.

Surveys reflected the need for increased communication, narrower focus in Goal 1, increased focus on student achievement in the LCAP.

All information was gathered from Stakeholders during the Board Workshop. Discussion around current district/site goals addressed the eight priorities of the LCAP, allowing for input, questions, and articulation of the LCAP and Annual Update.

Discussion around changes to LCFF funding, how it affects our district, and what that means for current funding. We can maintain but will not be increasing ongoing expenses.

Last year we gave students a survey. We weren't pleased with the feedback, as it didn't really provide opportunity for conversation. This year teachers held classroom conversations around two questions. Overall very positive feedback from students. Focus on student engagement next year.

Reminder for continued Stakeholder engagement.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>In order to close the achievement gap and provide a rigorous education that prepares students to be college and career ready, the district staff and teachers will work cooperatively to develop, promote and implement methods and lessons that meet different learning styles and needs of all students, including unduplicated students and students with exceptional needs.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Increase the percent of students proficient in math. Baseline: 2-8 is currently 83% proficient Metric: Local assessments including classwork, tests, quizzes, teacher observation</p> <p>Need: Increase the percent of students proficient in English Language Arts (ELA). Baseline: 2-8 is currently 74% proficient Metric: Local assessments including classwork, tests, quizzes, teacher observation</p> <p>Need: Assess effectiveness of our EL program. Baseline: 88% of ELL students were reclassified. Metrics: CELDT scores</p> <p>Need: Begin to identify the parent involvement of our unduplicated students. Baseline: This is currently unknown. Next year staff/district will monitor involvement and provide a baseline. Metric: Parent surveys; staff and district observation and monitoring</p> <p>API: Not Applicable Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks: Not Applicable The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher: Not Applicable The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness: Not Applicable</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL Applicable Pupil Subgroups: All</p>	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<p>Increase math proficiency scores by 2%</p> <p>Increase ELA proficiency scores by 2%</p> <p>Assess effectiveness of current ELD program and develop a plan for the 2017-2018 year</p> <p>Maintain teacher misassignments at 0%</p> <p>Assess current parent involvement, establish a plan using baseline data the following year</p> <p>Continue to support/maintain 100% alignment to CCSS standards, including ELD standards</p> <p>Maintain 100% progress in increased performance levels of EL students. Reclassify 100% of students with initial testing at intermediate or above</p> <p>Maintain 100% representation on Advisory Committees: documented members; increase survey participation by 2%</p> <p>Maintain 100% compliance with Williams Act</p>
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain High Quality Teaching Staff and provide intervention services unduplicated students and students with exceptional needs.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$583,975 Certificated Benefits (P/R) 3000-3999: Employee Benefits Base \$95,911 Supervisor Salaries 1000-1999: Certificated Personnel Salaries Base \$20000
Maintain classroom instructional assistants and paraprofessionals	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Aids Salaries 2000-2999: Classified Personnel Salaries Base \$119,926 Instructional Aids Benefits 3000-3999: Employee Benefits Base \$24,022

<p>Pilot Math curriculum.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Math Curriculum 4000-4999: Books And Supplies Base \$3,000</p>
<p>Maintain Rtl program and Intervention teacher.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$54,126 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$9,331</p>
<p>Establish a survey to identify parent involvement rates including parents of unduplicated students and students with exceptional needs.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost.</p>
<p>Asses the effectiveness of the ELD program; restructure as needed; maintain ELD teacher</p>	<p>LEA</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Contracted Services from outside agency for CCSS training and implementation. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1500 ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$29,187 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$5,032 ELD Restructure 4000-4999: Books And Supplies Supplemental \$1,700</p>
<p>Continue to provide services as described above for all English proficient pupils (RFEP).</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Cost embedded in salaries.</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Increase parent participation in surveys by 2% through community letters, Board Workshops, updated website information.</p>	<p>LEA</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Board Workshop 4000-4999: Books And Supplies Base \$100</p>
<p>Maintain 100% representation of all students including unduplicated students and students with exceptional needs on Parent Advisory Committees (Site Council and Salmon Creek Charter Advisory Board)</p>	<p>LEA</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>No Cost</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase math proficiency scores by 2%</p> <p>Increase ELA proficiency scores by 2%</p> <p>Implement new ELD plan.</p> <p>Maintain teacher misassignments at 0%.</p> <p>Assess current parent involvement, establish a plan using baseline data the following year.</p> <p>Continue to support/maintain 100% alignment to CCSS standards, including ELD standards.</p> <p>Maintain 100% progress in increased performance levels of EL students. Reclassify 100% of students with initial testing at intermediate or above.</p> <p>Maintain 100% representation on Advisory Committees: documented members; increase survey participation by 2%</p> <p>Maintain 100% compliance with Williams Act</p>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain high quality teaching staff and provide intervention services for students with disabilities.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$583,975 Certificated Benefits 3000-3999: Employee Benefits Base \$95,911 Supervisor Salaries 1000-1999: Certificated Personnel Salaries Base \$20,000
Maintain classroom instructional assistants and paraprofessionals	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Aids Salaries 2000-2999: Classified Personnel Salaries Base \$119,926 Instructional Aids Benefits 3000-3999: Employee Benefits Base \$24,022

<p>Develop math intervention program</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Curriculum 4000-4999: Books And Supplies Supplemental \$3,000</p>
<p>Maintain RTI program and intervention teacher.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$54,126 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$9,331</p>
<p>Create more opportunities for parent involvement in academics using baseline data from previous year, including parents of unduplicated students and students with exceptional needs.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost.</p>
<p>Begin implementation of ELD plan for restructure based on previous year's assessment.</p>	<p>LEA</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Contracted Services from outside agency for CCSS training and implementation. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1500 ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$29,187 ELD Benefits 3000-3999: Employee Benefits Supplemental \$5,032 Books and Supplies for ELD 4000-4999: Books And Supplies Supplemental \$1,700</p>
<p>Continue to provide services as described above for all English proficient pupils (RFEP).</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Cost embedded in salaries</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Increase parent participation in surveys by 2% through community letters, Board Workshops, updated website information.</p>	<p>LEA</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Supplies for Board Workshop 4000-4999: Books And Supplies Base \$100</p>
<p>Maintain 100% representation of all students including unduplicated students and students with exceptional needs on Parent Advisory Committees (Site Council and Salmon Creek Charter Advisory Board)</p>	<p>LEA</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>No Cost</p>

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Increase math proficiency scores by 2% Increase ELA proficiency scores by 2% Implement new ELD plan. Maintain teacher misassignments at 0%. Assess current parent involvement, establish a plan using baseline data the following year. Continue to support/maintain 100% alignment to CCSS standards, including ELD standards. Maintain 100% progress in increased performance levels of EL students. Reclassify 100% of students with initial testing at intermediate or above. Maintain 100% representation on Advisory Committees: documented members; increase survey participation by 2% Maintain 100% compliance with Williams Act
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain high quality teaching staff and provide intervention services for students with disabilities.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$583,975 Certificated Benefits (P/R) 3000-3999: Employee Benefits Base \$95,111 Supervisor Salaries 1000-1999: Certificated Personnel Salaries Base \$20,000
Maintain classroom instructional assistants and paraprofessionals	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Aids 2000-2999: Classified Personnel Salaries Base \$119,926 Instructional Aids Benefits (P/R) 3000-3999: Employee Benefits Base \$24,022
Assess effectiveness of math intervention program	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	No cost.

		_ Other Subgroups: (Specify)	
Maintain Rtl program and Intervention Teacher	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$54,126 <hr/> Benefits 3000-3999: Employee Benefits Supplemental \$9,331
Create more opportunities for parent involvement in academics using baseline data from previous year, including parents of unduplicated students and students with exceptional needs.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost.
Assess effectiveness of ELD restructure, maintain ELD Teacher	LEA	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$29,187 <hr/> Certificated Benefits 3000-3999: Employee Benefits Supplemental \$5,032
Continue to provide services as described above for all English proficient pupils (RFEP)	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost embedded in salaries.

<p>Increase parent participation in surveys by 2% through community letters, board workshops, updated website information.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Cost for Board Workshop 4000-4999: Books And Supplies Base \$100</p>
<p>Maintain 100% representation of all students including unduplicated students and students with exceptional needs on Parent Advisory Committees (Site Council and Salmon Creek Charter Advisory Board)</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost.</p>

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

GOAL 2:	District staff and teachers will enhance and refine access and appropriate use of technology and library in support of classroom.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
---------	---	---

Identified Need :	Need: Maintain library and technology program including typing, access to and training in basic program through google docs. Baseline: All students have access to technology in the classroom. Technology standards are being implemented in 100% of classrooms. Metrics: Staff survey, student feedback, classroom observations Need: Continue to develop 21st century learning skill through technology use. Baseline: The district needs to provide more challenging opportunities to deepen knowledge and application around technology. Metrics: Staff feedback, student feedback Need: District will maintain good standing with FIT survey. Baseline Data: Harmony Elementary School is rated exemplary. Metric: FIT survey
-------------------	---

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups:

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Teachers will continue to embed technology standards into their curriculum. Technology Specialist will provide one new opportunity for students to interact with technology
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain technology specialist.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain Technology Specialist 2000-2999: Classified Personnel Salaries Base \$45,768 3000-3999: Employee Benefits Base \$7,891
Purchase Bee Bots and assist teachers in working with	LEA	<input type="checkbox"/> All	Software and hardware to continue support and development

students to program. Continue to update technology as needed.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	of technology based instructional programs 4000-4999: Books And Supplies Base \$8000
Library tech will continue to connect the library to classroom projects and themes and provide a collaborative space for students and staff.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain Library Technician 2000-2999: Classified Personnel Salaries Base \$19,271 3000-3999: Employee Benefits Base \$4,607
Maintain clean and safe school environment, in accordance with FIT survey.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funds to keep school in good repair 5000-5999: Services And Other Operating Expenditures Base \$12,601 Maintain existing custodial staf 2000-2999: Classified Personnel Salaries Base \$75,184 3000-3999: Employee Benefits Base \$31,781.00

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Full implementation of programming skills through work Bee-bots in 100% of classrooms. Begin use of Makerlab with 50% of classrooms either onsite or through the County.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continued support will be given to classroom teachers to integrate technology into the curriculum.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Maintain Technology Specialist 2000-2999: Classified Personnel Salaries Base \$45,768 Classified Benefits 3000-3999: Employee Benefits Base \$7,891

		English proficient _ Other Subgroups: (Specify)	
Technology specialist will continue to provide support to teachers using adopted technology standards in their classroom.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Software and hardware to continue support and development of technology based instructional programs 4000-4999: Books And Supplies Base \$8000
Library tech will continue to connect the library to classroom projects and themes and provide a collaborative space for students and staff.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain Library Technician 1000-1999: Certificated Personnel Salaries Base \$19,271 3000-3999: Employee Benefits Base \$4,607
	LEA	<input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain clean and safe school environment, in accordance with FIT survey.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Funds to keep school in good repair 5000-5999: Services And Other Operating Expenditures Base \$12,601 Maintain existing custodial staff: 2000-2999: Classified Personnel Salaries Base \$75,184 3000-3999: Employee Benefits Base \$31,781

		(Specify)	
LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	Continue to develop programming skill through Bee-bots. 100% classroom participation in Makerlab.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continued support will be given to classroom teachers to integrate technology into the curriculum.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain Technology Specialist 2000-2999: Classified Personnel Salaries Base \$45,768 Classified Benefits 3000-3999: Employee Benefits Base \$7,891
Technology specialist will continue to provide support to teachers using adopted technology standards in their classroom.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Software and hardware to continue support and development of technology based instructional programs 4000-4999: Books And Supplies Base \$8,000
Library tech will continue to connect the library to classroom projects and themes and provide a collaborative space for students and staff.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Library Technician 2000-2999: Classified Personnel Salaries Base \$19,271 Classified Benefits 3000-3999: Employee Benefits Base \$4,607
Maintain clean and safe school environment, in accordance with FIT survey.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funds to keep school in good repair 5000-5999: Services And Other Operating Expenditures Base \$12,601

		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Custodial Salaries 2000-2999: Classified Personnel Salaries Base \$75,184</td> </tr> <tr> <td style="width: 50%; padding: 5px;">Classified Benefits 2000-2999: Classified Personnel Salaries Base \$31,781</td> </tr> </table>	Custodial Salaries 2000-2999: Classified Personnel Salaries Base \$75,184	Classified Benefits 2000-2999: Classified Personnel Salaries Base \$31,781
Custodial Salaries 2000-2999: Classified Personnel Salaries Base \$75,184					
Classified Benefits 2000-2999: Classified Personnel Salaries Base \$31,781					

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

GOAL 3:	District staff, teachers and community volunteers will work to more fully develop the district's 2nd-8th place-based program in order to better support student learning and life decisions.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
---------	--	--

Identified Need :	Need: Articulation between grades and monitoring of and continued development of our Place-Based Learning (PBL) program. Baseline: Some articulation between grades; some formal monitoring, field studies, and stewardship projects taking place. Metric: Grade level curriculum plans and site walks, principal and teacher feedback, SBAC Need: Ongoing alignment of PBL to CCSS and NGSS when applicable. Baseline: Teachers are working to align CCSS and NGSS. Metric: Grade level curriculum plans and site walks, principal and teacher feedback, SBAC
-------------------	---

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	All teachers will align their PBL program to CCSS and NGSS where applicable. Teachers or PBL Consultant identify several monitoring possibilities and begin to establish monitoring in 50% of classrooms. Teachers or PBL Consultant will continue to develop Stewardship and Field Studies Program, increasing participation by 10%.
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide time, professional development, and curricular materials to support the development of the place-based learning program, including articulation between grade-levels.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	On-going professional development for existing teachers and additional support for new teachers (BTSA if needed). 5000-5999: Services And Other Operating Expenditures Base \$1400 Release Time 1000-1999: Certificated Personnel Salaries Base \$1980
Maintain a PBL Consultant to assist teachers in integrating PBL into their classroom.	LEA	<input checked="" type="checkbox"/> All OR:	Maintain PBL Consultant 5000-5999: Services And Other Operating Expenditures Base \$17,204

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to purchase supplies to support program on an ongoing basis.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Fund/purchased supplies 4000-4999: Books And Supplies Base \$5,500
Annual update the Steward Plan, and facilitate implementation of two more projects	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	All teachers will continue to align their PBL program to CCSS and NGSS where applicable. Teachers or PBL Consultant identify several monitoring possibilities and begin to establish monitoring in 60% of classrooms. Teachers or PBL Consultant will continue to develop Stewardship and Field Studies Program, increasing participation by 10%.
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide time, professional development, and curricular materials to support the development of the place-based learning program, including articulation between grade-levels.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	On-going professional development for existing teachers and additional support for new teachers (BTSA if needed). 5000-5999: Services And Other Operating Expenditures Base \$1400

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Release Time 1000-1999: Certificated Personnel Salaries Base \$1980
Maintain a PBL Consultant to assist teacher in integrating PBL into their classroom.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintian PBL Consultant 5000-5999: Services And Other Operating Expenditures Base \$17,204
Continue to purchase supplies to support program on an ongoing basis.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fund/purchased supplies 4000-4999: Books And Supplies Base \$5500
Annual update the Steward Plan, and facilitate implementation of two more projects.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes: All teachers will continue to align their PBL program to CCSS and NGSS where applicable.
 Teachers or PBL Consultant identify several monitoring possibilities and begin to establish monitoring in 80% of classrooms.
 Teachers or PBL Consultant will continue to develop Stewardship and Field Studies Program, increasing participation by 10%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide time, professional development, and curricular materials to support the development of the place-based learning program, including articulation between grade-levels.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	On-going professional development for existing teachers and additional support for new teachers (BTSA if needed). 5000-5999: Services And Other Operating Expenditures Base \$1400 Release time 1000-1999: Certificated Personnel Salaries Base \$1980
Maintain a PBL Consultant to assist teacher in integrating PBL into their classroom.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PBL Consultant 5000-5999: Services And Other Operating Expenditures Base \$17,204
Continue to purchase supplies to support program on an ongoing basis.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fund/Purchased Supplies 4000-4999: Books And Supplies Base \$3,500
Annual update the Steward Plan, and facilitate implementation of two more projects.	LEA	<input checked="" type="checkbox"/> All OR:	No cost.

		<ul style="list-style-type: none">_ 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.

GOAL 4:	District staff and teachers will work to provide lessons and programs in support of student learning and development that promote responsible citizenship, creativity and individual leadership.	Related State and/or Local Priorities: 1 2 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 COE only: 9 10 Local : Specify
---------	--	--

Identified Need :	Need: To create a more active student lead climate on campus. With an emphasis in community service, service learning and cross-age tutoring/big and little buddies. Baseline Data: 1 Assembly/month; 100% participation by students and staff Metric: Articulated Big Buddy Classes, Healthy Kids Survey Need: Improve Average Daily Attendance (ADA) and Truancy rate Baseline Data: 14.15% Truant/Tardy Metric: School Wise (School Information System, SIS) Need: 0% expulsion and suspension rates. Baseline Data: 0% expulsions; 1 suspension Metric: School Wise (School Information System, SIS) Middle school dropout rates: Not applicable High school dropout rates: Not applicable High school graduation rates: Not applicable
-------------------	--

Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Continue to develop student leadership programs. A 2% increase of ADA and a 2% decrease in student truancy Attendance rate will continue at or above 90% Maintain 0% suspension and expulsion rates
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School Counselor will help implement programs and strategies that improve school climate and help improve	LEA	<input checked="" type="checkbox"/> All OR:	School Counselor Salary 1000-1999: Certificated Personnel

student attendance		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries Base \$54,885 3000-3999: Employee Benefits Base \$9,462
Monthly school assemblies will continue to focus on positive activities and acknowledgments of students' successes throughout the month (including positive attendance recognition).	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Assemblies 5000-5999: Services And Other Operating Expenditures \$2000
Begin program for acknowledging academic achievement.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost.

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Continue to develop student leadership programs. A 2% increase of ADA and a 2% decrease in student truancy Attendance rate will continue at or above 90% Maintain 0% suspension and expulsion rates
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School Counselor will help implement programs and strategies that improve school climate and help improve	LEA	<input checked="" type="checkbox"/> All OR:	School Counselor Salary 1000-1999: Certificated Personnel Salaries Base \$54,885

student attendance		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3000-3999: Employee Benefits Base \$9,462
Monthly school assemblies will continue to focus on positive activities and acknowledgments of students' successes throughout the month (including positive attendance recognition).	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Assemblies 5000-5999: Services And Other Operating Expenditures Base \$2000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Continue to develop student leadership programs. A 2% increase of ADA and a 2% decrease in student truancy Attendance rate will continue at or above 90% Maintain 0% suspension and expulsion rates
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School Counselor will help implement programs and strategies that improve school climate and help improve student attendance	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	School Counselor Salary 1000-1999: Certificated Personnel Salaries Base \$54,885 3000-3999: Employee Benefits Base \$9,462
Monthly school assemblies will continue to focus on positive activities and acknowledgments of students'	LEA	<input checked="" type="checkbox"/> All OR:	Assemblies 5000-5999: Services And Other Operating Expenditures Base \$2000

successes throughout the month (including positive attendance recognition).		_ 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.

<p>GOAL 5:</p>	<p>District staff and teachers will expand and clearly articulate to parents and students healthy choices to include nutrition, social/emotional health, and fitness practices throughout the 2-8 program.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 10 Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Continue to find ways to encourage students to make healthier food choices. Baseline: Students experience a variety of vegetables through our lunch program. Metric: Measurement of vegetable waste; observations of staff;</p> <p>Need: Establish a Farm to School Matrix to support students' nutritional/health needs. Baseline: A matrix has not been established (0%) Metric: Staff survey</p> <p>Need: Implementation of physical education to all students grades TK-1 and meet the instructional mandated requirements through training staff in SPARK. Baseline: 10% of staff have been trained in SPARK. Metric: Classroom schedules in 2-8 and CA physical fitness tests, School Wise (SIS)</p> <p>Need: Continue to develop Farm to School program in order to provide the healthiest food possible to students and support our local community. Baseline: Sourcing locally whenever possible, but no current contracts with local farmers. Metric: Discussions with Head of Cafeteria and Nutrition Program, Garden Coordinator, Cafeteria/Garden Liaison.</p> <p>Need: Social/emotional support at recess for unduplicated students Baseline: No support in place for students feeling isolated. Metric: Staff observations</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL Applicable Pupil Subgroups:</p>	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<p>Overall increase in healthy eating by 2% as observed by staff and through staff surveys</p> <p>Increase locally sourced food by 2%</p> <p>Continue implementation of Toolbox program and social emotional strategies in grades TK-1 in 100% of classrooms</p> <p>Continue SPARK program in grades TK-1 in 100% of classrooms</p> <p>Provide garden and cafeteria support to fully implementing Farm to School program for 100% implementation</p>
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a flyer in Spanish and English to send home discussing healthy snack choices.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Flyer 4000-4999: Books And Supplies Base \$1,500
Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
Secure three new contracts with local farmers to provide food for the cafeteria.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost from LCFF

		(Specify)	
Maintain Garden and Cafeteria/Garden Liaison positions.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Base \$5,000 Garden Coordinator 2000-2999: Classified Personnel Salaries Base \$39,376 Benefits 3000-3999: Employee Benefits Base \$9,415 Cafeteria/Garden Liaison 2000-2999: Classified Personnel Salaries Base \$10,123 Benefits 3000-3999: Employee Benefits Base \$2,420

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Assess and revise nutrition/health curriculum in grades 2-8 Reflect/Asses effectiveness a Farm to School matrix Continue implementation of Toolbox program/social emotional strategies in grades 2-8 Continue SPARK program in grades 2-8 Provide garden and cafeteria support to fully implementing Farm to School program
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create a school cookbook in Spanish and English with healthy recipes.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Books and supplies 4000-4999: Books And Supplies Base \$1500
Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	No Cost

		(Specify)	
Maintain contracts with local farmers to provide food for the cafeteria.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost from LCFF
Maintain Garden and Cafeteria/Garden Liaison positions.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Base \$5,000 Garden Coordinator 2000-2999: Classified Personnel Salaries Base \$39,376 Benefits 3000-3999: Employee Benefits Base \$9,415 Cafeteria/Garden Liaison 2000-2999: Classified Personnel Salaries Base \$10,123 Benefits 3000-3999: Employee Benefits Base \$2,420

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Overall increase in healthy eating by 2% Increase locally sourced food by 2% Continue implementation of Toolbox program and social emotional strategies in grades TK-1 in 100% of classrooms Continue SPARK program in grades TK-1 in 100% of classrooms Continue garden and cafeteria support to fully implementing Farm to School program for 100% implementation
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish a buddy bench.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Bench 4000-4999: Books And Supplies Base \$1500

		English proficient _ Other Subgroups: (Specify)	
Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.	LEA	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
Maintain contracts with local farmers to provide food for the cafeteria.	LEA	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost from LCFF
Maintain Garden and Cafeteria/Garden Liaison positions.	LEA	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Base \$5,000 Garden Coordinator 2000-2999: Classified Personnel Salaries Base \$39,376 Benefits 3000-3999: Employee Benefits Base \$9,415 Cafeteria/Garden Liaison 2000-2999: Classified Personnel Salaries Base \$10,123 Benefits 3000-3999: Employee Benefits Base \$2,420

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

GOAL 6:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-2019				
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:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-2019				
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 8:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-2019				
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 9:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-2019				
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 10:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-2019				
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.

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:	District staff and teachers will work cooperatively to develop, promote and implement methods and lessons that meet the different learning styles and needs of students as they pursue their academic and social development.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
---------------------------------------	---	--

Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	<p>Using the Response to Intervention (Rtl) model 90% of classroom teachers and instructional assistants will supplement a reading fluency and comprehension program</p> <p>Maintain teacher misassignments at 0%</p> <p>Continue to support/maintain 100% alignment to CCSS standards, including ELD standards.</p> <p>Teachers will work collaboratively to create District Writing Benchmarks and pilot the assessments.</p> <p>25% Teachers to embed CCSS Language Standards into their writing programs.</p> <p>Continue the low rate of suspensions.</p>	Actual Annual Measurable Outcomes:	<p>100% of classroom teachers are using the Rtl as an intervention tool.</p> <p>Continue to maintain teacher misassignments at 0%</p> <p>Continue to support/maintain 100% alignment to CCSS standards, including ELD standards</p> <p>Reading benchmarks were not created this year. The focus was on Rtl.</p> <p>75% of teachers embedded the CCSS language standards in to their writing program.</p> <p>Maintain 100% progress in increased performance levels of EL students. Reclassify 100% of students with initial testing at intermediate or above.</p> <p>Maintain 100% representation on Advisory Committees: documented members; survey participate increased by 100%.</p>
--------------------------------------	--	------------------------------------	---

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain High Quality Teaching Staff and provide intervention services for students with disabilities.	Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries Base \$513,375	Maintained High Quality Teaching Staff and provide intervention services for students with disabilities.	Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries Base \$513,375

	Employee Benefits 3000-3999: Employee Benefits Base \$117,685		Employee Benefits 3000-3999: Employee Benefits Base \$117,685
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Classroom instructional assistants and paraprofessionals	<p>Instructional Aids Salaries 2000-2999: Classified Personnel Salaries Base \$90,636</p> <p>Instructional Aids Benefits 3000-3999: Employee Benefits Base \$33,512.00</p>	Classroom instructional assistants and paraprofessionals. Benefits for classified came from a separate funding source because the District's LCFF funding was significantly lower than anticipated.	<p>Instructional Aids Salaries 2000-2999: Classified Personnel Salaries Base \$90,636</p> <p>Instruction Aids Benefits 2000-2999: Classified Personnel Salaries Other \$33,512</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Time will be given on restructured days to work collaboratively to implement early literacy programs to support reading fluency and comprehension.	On-going professional development for existing teachers and additional support for new teachers. 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000	Teachers worked during their early release days to discuss Rtl and phonics programs.	No cost. Time was given during early release.
Scope of Service		Scope of Service	

<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Supplemental Curriculum will be purchased to support the RtI program. DIBELS will continue to be used and DRAs will be developed to monitor the program.</p>	<p>Curriculum/Release time for planning/developing curriculum 4000-4999: Books And Supplies Supplemental \$20,000</p>	<p>Fontas and Pinell program purchased to support the RtI program. DIBELS was used and DRAs developed to monitor the program.</p>	<p>Curriculum 4000-4999: Books And Supplies Supplemental \$12,879</p>
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Support staff will be trained to help support the RtI program.</p>	<p>Support Staff Training RtI (In-house)</p>	<p>Staff and support staff will received training to support the RtI program.</p>	<p>No cost.</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Professional development and curriculum will be provided to support</p>	<p>Contracted Services from outside agency for CCSS training and</p>	<p>CCSS PD provided for math to all staff.</p>	<p>Kim Sutton: Establishing Critical Math Routines 5800:</p>

<p>continued alignment of CCSS.</p>	<p>implementation. 5800: Professional/Consulting Services And Operating Expenditures Base \$2500</p>		<p>Professional/Consulting Services And Operating Expenditures Base \$3000</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers will be given time to develop lessons to embed CCSS Language Standards into WBD or their writing units.</p>	<p>Release Time 1000-1999: Certificated Personnel Salaries Base \$1900</p>	<p>Release time was not required to embed CCSS Language Standards in writing. Staff accomplished this during lesson planning.</p>	<p>No cost.</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Begin professional development around ELD frameworks.</p>	<p>PD around ELD Frameworks 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500</p>	<p>The focus this year was on Rtl. Next year we will assess our EL programs.</p>	<p>No cost.</p>
<p>Scope of Service</p> <hr/> <p>LEA</p> <p><input type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service</p> <hr/> <p>LEA</p> <p><input type="checkbox"/> All</p> <p>OR:</p>	

<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide an Academic Enrichment Class after school for additional support in English Language Arts and Mathematics or an Intervention Program to provide extra support in English Language Arts and Mathematics during the instructional day.	No Cost	Continued to maintain an academic enrichment class after school.	Cost embedded in staff salaries above.
Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain Intervention Support Certificated Teacher	Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$45,526 3000-3999: Employee Benefits Supplemental \$6,779	Maintained Intervention Support Certificated Teacher	Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$43,413 Benefits 3000-3999: Employee Benefits Supplemental \$18,335
Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
Academic Enrichment After School Program Provide CCSS aligned supplemental materials to support students and program	Curriculum 4000-4999: Books And Supplies Supplemental \$300	Curriculum purchased for after school program	Curriculum 4000-4999: Books And Supplies Supplemental \$300
Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Collaborate with ELD instructor to provide support to meet individual needs of ELs.	1000-1999: Certificated Personnel Salaries Supplemental \$25,098.00 3000-3999: Employee Benefits Supplemental \$13,157.00	Maintained ELD instructor. Next year assess EL program.	ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$18,365 Benefits 3000-3999: Employee Benefits Supplemental \$4,792
Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue small groups in the afternoon to work with ELs.	No Cost	Continued small groups in the afternoon to work with ELs.	Cost embedded in above salary.
Scope of Service <hr/> _ All		Scope of Service <hr/> _ 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)	
Provide services as described above for all English proficient pupils (RFEP).	No Cost	Provided services as described above for all English proficient pupils (RFEP).	Cost embedded in above salary.
Scope of Service <hr/> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <hr/> _ 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?	Next year we will be dramatically changing the needs, outcomes and actions and services of Goal 1. Through staff discussion, parent surveys, site council recommendations, and board workshops, HUSD would like to narrow Goal 1's focus to reflect efforts to close the achievement gap and provide a succinct vision of student achievement in the LCAP. After restructuring the budget, confidential and supervisor salaries will be included in LCFF costs. *As a quick note, the MPP is not specifically coded in the budget. The District's LCFF funding was significantly lower than anticipated. This was due to a sharp decline in enrollment in the independent charter because of the Middletown fires.		

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

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

Original GOAL 2 from prior year LCAP:	District staff and teachers will enhance and refine access and appropriate use of technology and library in support of classroom.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 5 <input checked="" type="checkbox"/> 6 7 8 COE only: 9 _ 10 _ Local : Specify
---------------------------------------	---	--

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

Expected Annual Measurable Outcomes:	The technology committee will create a technology plan and 75% of classroom teachers will implement technology standards. Teachers and tech support will collaborate to integrate technology with PBL in 50% of classrooms. District will maintain in good standing with FIT survey.	Actual Annual Measurable Outcomes:	Technology plan was created and adopted. 100% of teachers are implementing technology standards. 85% of staff are incorporating technology with PBL. District continues to maintain good standing with the FIT survey.
--------------------------------------	--	------------------------------------	--

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continued support will be given to classroom teachers to integrate technology into the curriculum.	Maintain Technology Specialist 2000-2999: Classified Personnel Salaries Base \$41,200 3000-3999: Employee Benefits Base \$13,402.00	Continued support was given to classroom teachers to integrate technology in the classroom. Benefits for came from a separate funding source because the District's LCFF funding was significantly lower than anticipated.	Technology Specialist 2000-2999: Classified Personnel Salaries Base \$41,200 Benefits 3000-3999: Employee Benefits Other \$13,402
Scope of Service: LEA		Scope of Service: LEA	
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>_ Other Subgroups: (Specify)</p>			
<p>Technology Specialist will provide support to teachers using adopted technology standards in their classroom.</p>	<p>Software and hardware to continue support and development of technology based instructional programs 4000-4999: Books And Supplies Base \$8000</p>	<p>Technology Specialist provided support to teachers using adopted technology standards in their classroom.</p>	<p>Software and hardware to continue support and development of technology based instructional programs 4000-4999: Books And Supplies Base \$10,000</p>
<p>Scope of Service</p> <hr/> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	
<p>Library Tech will connect the library to classroom projects and themes and provide a collaborative space for students and staff.</p>	<p>Maintain Library Technician 2000-2999: Classified Personnel Salaries Base \$17,522</p> <p>3000-3999: Employee Benefits Base \$9,182.00</p>	<p>Library Tech continued to connect the library to classroom projects and themes and provided a collaborative space for students and staff.</p>	<p>Library Technician 2000-2999: Classified Personnel Salaries Base \$17,522</p> <p>Benefits 3000-3999: Employee Benefits Base \$9,182.00</p>
<p>Scope of Service</p> <hr/> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	
<p>Technology Specialist will provide support to teachers in integrating technology into PBL.</p>	<p>In-house training, release time 2000-2999: Classified Personnel Salaries Base \$990</p>	<p>Technology Specialist continued to provide support to teachers in integrating technology into PBL.</p>	<p>No cost. In house training.</p>

<p>Scope of Service</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Maintain clean and safe school environment, in accordance with FIT survey.</p>	<p>Funds to keep school in good repair 5000-5999: Services And Other Operating Expenditures Base \$12,601</p> <p>Maintain existing custodial staff: 2000-2999: Classified Personnel Salaries Base \$65,646.00</p> <p>3000-3999: Employee Benefits Base \$31,781.00</p>	<p>Continued to maintain clean and safe school environment, in accordance with FIT survey.</p>	<p>Funds to keep school in good repair 4000-4999: Books And Supplies Base \$12,601</p> <p>Custodial Staff 2000-2999: Classified Personnel Salaries Base \$65,646.00</p> <p>Benefits 3000-3999: Employee Benefits Base \$31,781.00</p>
<p>Scope of Service</p> <p>LEA</p> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service</p> <p>LEA</p> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>HUSD accomplished their outcomes under this goal. Based on stakeholder feedback, there will be new outcomes as the district continues to work toward providing quality technology and library services to students.</p>		

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

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

Original GOAL 3 from prior year LCAP:	District staff, teachers and community volunteers will work to more fully develop the district's 2nd-8th place-based program in order to better support student learning and life decisions.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
---------------------------------------	--	---

Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	<p>Teachers will increase documented activities on the PBL matrix by 10%</p> <p>50% of all teachers will align their PBL program matrix to CCSS and NGSS when applicable.</p> <p>Teachers or PBL Consultant will continue to develop Stewardship and Field Studies Program, increasing participation by 10%.</p> <p>District will maintain 100% compliance with the Williams Act by providing access to all CCSS aligned instruction materials.</p>	Actual Annual Measurable Outcomes:	<p>Teachers increased documented activities on the PBL matrix by 100%</p> <p>95% of all teachers aligned their PBL program matrix to CCSS and NGSS when applicable.</p> <p>Teachers or PBL Consultant continued to develop Stewardship and Field Studies Program, increasing participation by 100%.</p> <p>District continues to maintain 100% compliance with the Williams Act by providing access to all CCSS aligned instruction materials.</p>
--------------------------------------	---	------------------------------------	--

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide time, professional development, and curricular materials to support the development of the place-based learning program, including articulation between grade-levels.	<p>On-going professional development for existing teachers and additional support for new teachers (BTSA if needed). 5000-5999: Services And Other Operating Expenditures Base \$1400</p> <p>Release Time 1000-1999: Certificated Personnel Salaries Base \$1980</p>	Provided release time for staff to discuss/develop articulation for PBL between grade-levels.	<p>No BTSA required. PBL professional development 5800: Professional/Consulting Services And Operating Expenditures Base \$1400</p> <p>Release Time 1000-1999: Certificated Personnel Salaries Base \$1,980</p>
Scope of Service		Scope of Service	

<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Hire a PBL Consultant to assist teachers in integrating PBL into their classrooms.</p>	<p>Hire a PBL Consultant 5000-5999: Services And Other Operating Expenditures Base \$17,204</p>	<p>Current PBL Consultant developed projects and supported teachers in PBL.</p>	<p>PBL Consultant 5000-5999: Services And Other Operating Expenditures Base \$17,204</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Setup a fund/purchase supplies to support program on an ongoing basis.</p>	<p>Fund/purchased supplies 4000-4999: Books And Supplies Base \$5500</p>	<p>Fund for PBL established. The District didn't spend as much as anticipated on projects. Most of the work was done by the students, including an outdoor amphitheater and natural playground for primary grades.</p>	<p>PBL Fund 4000-4999: Books And Supplies Base \$2,321</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Update the Steward Plan, and facilitate implementation of two priority projects.</p>	<p>No Cost</p>	<p>Stewardship plan updated. No additional projects.</p>	<p>No cost.</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Next year we will move the William Settlement into Curriculum.</p>		

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

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

Original GOAL 4 from prior year LCAP:	District staff and teachers will work to provide lessons and programs in support of student learning and development that promote responsible citizenship, creativity and individual leadership.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	All classrooms will actively participate in Big Buddy classes A 2% increase of ADA and a 2% decrease in student truancy Attendance rate will continue at or above 90%	Actual Annual Measurable Outcomes: All classrooms continue to participate in Big Buddy classes. A 2% increase of ADA and 2% decrease in student truancy Attendance rate continued above 90% This year Salmon Creek Charter had 1 suspension and 0 expulsions.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School Counselor will help implement programs and strategies that improve school climate and help improve student attendance.	School Counselor Salary 1000-1999: Certificated Personnel Salaries Base \$48,275.00 3000-3999: Employee Benefits Base \$15,250.00	School Counselor continued to implement programs and strategies that improved school climate and helped improve student attendance.	School Counselor Salary 1000-1999: Certificated Personnel Salaries Base \$48,275.00 Benefits 3000-3999: Employee Benefits Base \$15,913
Scope of Service: LEA		Scope of Service: LEA	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
Monthly school assemblies to focus on positive activities and acknowledgments of students' successes throughout the month (including positive attendance recognition).	Assemblies 5000-5999: Services And Other Operating Expenditures Base \$4000	Monthly school assemblies focused on positive activities and acknowledgements of students' successes throughout the month (including positive attendance recognition). No funds were spent this year. Next year a new plan is being developed for new focus on assemblies and student leadership.	no funds spent on assemblies.
Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <hr/> _ 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?	District will continue to maintain existing programs.		

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

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

Original GOAL 5 from prior year LCAP:	District staff and teachers will expand and clearly articulate to parents and students healthy choices to include nutrition, social/emotional health, and fitness practices throughout the 2-8 program.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
---------------------------------------	---	---

Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	Review, create and pilot nutrition/health curriculum in grades 2-8 Create a Farm to School matrix Implementation of Toolbox program/social emotional strategies in grades 2-8 Provide training of SPARK program in grades 2-8 Provide garden and cafeteria support to fully implement Farm to School program	Actual Annual Measurable Outcomes:	Nutrition program implemented in 2-8 Farm to School Matrix is still in discussion, but not yet complete Toolbox continues to be used in 100% of classrooms SPARK training was not provided. This is a priority for next year. Continue to provide support to Farm and School program for full implementation
--------------------------------------	--	------------------------------------	--

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase curriculum or provide PD to support nutrition/health standards.	Additional Curriculum 4000-4999: Books And Supplies Base \$5500	Nutrition included in classroom discussions by a volunteer nutritionist. Nutrition was also incorporated in health class by the PE teacher.	No cost.
Scope of Service: LEA		Scope of Service: LEA	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.	No Cost	Conducted a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.	No Cost.
<p>Scope of Service</p> <hr/> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	
Purchase educational materials/supplies or provide PD for implementing the farm to school program within the classroom setting.	<p>Materials 4000-4999: Books And Supplies Base \$1100</p> <p>Professional Development (In-house) No Cost</p>	PD was not provided this year. The focus was to hire a part-time farmer to help develop farm to school on campus.	<p>Materials 4000-4999: Books And Supplies Base \$1,100</p> <p>PD (In-house) No cost</p>
<p>Scope of Service</p> <hr/> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	
Provide garden and cafeteria support, training, and/or PD to fully implement the garden program	<p>Supplies 4000-4999: Books And Supplies Base \$5,000</p> <p>Garden Coordinator 2000-2999: Classified Personnel Salaries Base \$28,906</p> <p>Benefits 3000-3999: Employee</p>	Continued to support/maintain cafeteria staff, training, and/or PD to fully implement the garden program.	<p>Supplies 4000-4999: Books And Supplies Base \$2,400</p> <p>Garden Coordinator 2000-2999: Classified Personnel Salaries Base \$28,906</p> <p>Benefits 3000-3999: Employee</p>

	Benefits Base \$14,400 Cafeteria/Garden Liaison 2000-2999: Classified Personnel Salaries Base \$8,811 Benefits 3000-3999: Employee Benefits Base \$2,118		Benefits Base \$14,400 Cafeteria/Garden Liason 2000-2999: Classified Personnel Salaries Base \$9,057 Benefits 3000-3999: Employee Benefits Base \$4,441
Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <hr/> _ 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?	As a number of outcomes were met, the district will create new outcomes for next year from stakeholder feedback.		

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

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

Original GOAL 6 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 7 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 8 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

Original GOAL 9 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$97,531.00</u>
<p>The District is expected to receive \$1,309,9948 total LCFF funding of which approximately \$97,531 is Supplemental Grant Funding for 2016-2017. The Supplemental Grant funding is based on the projected unduplicated count of low income, foster youth, and English learner pupils of more than 40% and less than 55% of the school enrollment. Based on past experience, we expect about 32.12% in this unduplicated category. With our supplemental grant funds we will maintain our intervention teacher and ELD teacher. It is important to note that the District's MPP increases are minimal based on the low percentage of unduplicated students. The increase allows the District to maintain the programs already in place and begin a review of our program for ELL students next year. (California Department of Education 2015).</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

8.04	%
<p>The District’s Minimum Proportionality Percentage for unduplicated students in budget year 2016-20176 is 8.04% . Harmony school district will meet this minimum proportionality percentage by providing the services listed above: intervention teacher, ELD teacher, and curriculum materials. The cost of these services is in excess of the supplemental grant amount and when compared to the cost of providing the base services to all students far exceeds the 8.04% MPP in increased or improved services to the unduplicated students.</p> <p>This LCAP was built based on an LCFF calculation that used a 49.08% gap percentage for 2016-2017 and generated Supplemental/Concentration grant funding of \$97,531 and an MPP% of 8.04%. Section 2 of the LCAP details the specific goals and actions that meet the needs of students as well as the increased or improved services for unduplicated count pupils that is proportional to the 8.04% MPP percentage.</p> <p>It is important to note that the District's MPP increases are minimal based on the low percentage of unduplicated students. The increase allows the District to maintain the</p>	

programs already in place and review programs next year to evaluate how the district is serving ELL students. (California Department of Education 2015).

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
All Funding Sources	1,233,736.00	1,186,688.00	1,311,178.00	1,313,178.00	1,304,178.00	3,928,534.00
Base	1,122,376.00	1,060,025.00	1,210,302.00	1,209,302.00	1,206,502.00	3,626,106.00
Other	0.00	46,914.00	0.00	0.00	0.00	0.00
Supplemental	111,360.00	79,749.00	100,876.00	103,876.00	97,676.00	302,428.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
All Expenditure Types	1,233,736.00	1,186,688.00	1,311,178.00	1,313,178.00	1,304,178.00	3,928,534.00
1000-1999: Certificated Personnel Salaries	636,154.00	625,408.00	744,153.00	763,424.00	744,153.00	2,251,730.00
2000-2999: Classified Personnel Salaries	253,711.00	286,479.00	309,648.00	290,377.00	341,429.00	941,454.00
3000-3999: Employee Benefits	257,266.00	211,596.00	199,872.00	199,872.00	167,291.00	567,035.00
4000-4999: Books And Supplies	45,400.00	41,601.00	24,800.00	24,800.00	18,100.00	67,700.00
5000-5999: Services And Other Operating Expenditures	35,205.00	17,204.00	31,205.00	33,205.00	33,205.00	97,615.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00	4,400.00	1,500.00	1,500.00	0.00	3,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
All Expenditure Types	All Funding Sources	1,233,736.00	1,186,688.00	1,311,178.00	1,313,178.00	1,304,178.00	3,928,534.00
		0	0	0	0	0	0
1000-1999: Certificated Personnel Salaries	Base	565,530.00	563,630.00	660,840.00	680,111.00	660,840.00	2,001,791.00
							0
1000-1999: Certificated Personnel Salaries	Supplemental	70,624.00	61,778.00	83,313.00	83,313.00	83,313.00	249,939.00
2000-2999: Classified Personnel Salaries	Base	253,711.00	252,967.00	309,648.00	290,377.00	341,429.00	941,454.00
2000-2999: Classified Personnel Salaries	Other	0.00	33,512.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	237,330.00	193,402.00	185,509.00	185,509.00	152,928.00	523,946.00
3000-3999: Employee Benefits	Other	0.00	13,402.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	19,936.00	4,792.00	14,363.00	14,363.00	14,363.00	43,089.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
4000-4999: Books And Supplies	Base	25,100.00	28,422.00	23,100.00	20,100.00	18,100.00	61,300.00
4000-4999: Books And Supplies	Supplemental	20,300.00	13,179.00	1,700.00	4,700.00	0.00	6,400.00
5000-5999: Services And Other Operating Expenditures	Base	35,205.00	17,204.00	31,205.00	33,205.00	33,205.00	97,615.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	5,500.00	4,400.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	500.00	0.00	1,500.00	1,500.00	0.00	3,000.00

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).