

§ 15498. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Salmon Creek Charter, Grades 2 through 8 **Contact (Name, Title, Email, Phone Number):** Rachael Maves, Superintendent, rmaves@harmony.k12.ca.us, (707) 874-1205 **LCAP Year: 2015-2016**

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
 - 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.
- 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, Student Leadership, and Healthy Choices
 - 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.
 - 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.
 - 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.



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 school site, 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 14, 2015: Site Council/Charter Advisory Board (SC/CAB) meeting. This group comprises the EL Advisory Committee as well as Parent Advisory Committee.	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.
January-February: Input was gathered from parents, guardians, and community via website/electronic survey.	For next year’s LCAP Continued focus on attendance and tardies (daily phone calls from the office, attendance awards), continued aide support, Homework Club during upper grade lunch recess, continued professional development for teachers, curriculum alignment of PBL, focus on service learning/community service and healthy choices (i.e. garden, cafeteria, curriculum, and citizenship), integration of Language Standards in writing curriculum., integration of CCSS (curriculum support).
January 29, 2015: Classified Staff Meeting, Survey Feedback	For next year’s LCAP, continued implementation of technology into school, website upgrade, improve implementation of PBL, improve outreach to

<p>February 5, 2015: Certificated Staff Meeting: Discussion around Annual Update and LCAP. Survey completed.</p> <p>February 19, 2015: Board Workshop, Community members, Board members, staff, and parents participated in a Board Workshop offering suggestions for next year's LCAP.</p> <p>February 26, 2015: Budget Committee Meeting, discussion on funding goals within LCAP.</p> <p>March 9, 2015: Student Survey around Annual Update and LCAP goals.</p> <p>March 12, 2015: Stakeholder Meeting, Annual Update and LCAP update on progress.</p> <p>April 20, 2015, Draft of LCAP posted online and given to stakeholders to provide input.</p> <p>April 29, 2015: Presentation of LCAP rough draft to Site Council/Charter Advisory Board</p> <p>May 27, 2015: Public Hearing for LCAP and Budget</p> <p>June 18, 2015: School Board Meeting</p>	<p>community and prospective families, improve farm to school and cafeteria program. Continued communication throughout the school year, including staff meetings.</p> <p>For next year's LCAP suggestions: included discussion around PBL, more specific goals including more actions and services.</p> <p>Increased focus on PBL, discussion around Eight State Priorities, suggestions for Annual Update and refining goals and actions and services.</p> <p>Review LCAP and make necessary changes to show that all of the above information was taken into consideration. Provide goals and activities for the LCAP.</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>Approve LCAP</p> <p>Draft of LCAP and budget will be reviewed and time given for input and to respond in writing.</p> <p>Approve LCAP, Approve Budget</p>
<p>Annual Update: Beginning in January 2015, 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 the Annual Update and the LCAP.</p>	<p>Annual Update: 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.</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 became apparent that more communication and discussion around actions and services would be required throughout the course of the year.</p>

January 14, 2015: Site Council/Charter Advisory Board (SC/CAB) meeting.

January 15, 2015: Parent/Community Informational Night regarding LCFF, LCAP, CCSS, and SMARTER Balanced.

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

January 29, 2015: Classified Staff Meeting, Survey Feedback

February 5, 2015: Certificated Staff Meeting: Discussion around Annual Update and LCAP. Survey completed.

February 9, 2015: All surveys collected and data aggregated.

February 19, 2015: Board Workshop, Community members, Board members, staff, and parents participated in a Board Workshop offering suggestions for next year's LCAP.

February 26, 2015: Budget Committee Meeting, discussion on funding goals within LCAP.

March 9, 2015: Student Survey around Annual Update and LCAP goals.

March 12, 2015: Stakeholder Meeting, Annual Update and LCAP update on progress.

April 20, 2015, Draft of LCAP posted online and given to stakeholders to provide input.

Presentation of LCAP and LCFF to HUSD Parent Advisory Committee (SC/CAB). Approval of survey to send out to all staff and community members. Questions were raised at this meeting that required further clarity on HUSD LCFF funding, MPP amounts, and how this integrates with overall HUSD budget.

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

Provided feedback on revision of Goals 2 and 5, specifically. 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, clarity around district technology standards and implementation, focus and revision of PBL in 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 designating funds to LCAP goals.

Overall very positive feedback from students. Focus on student engagement next year.

Reminder for continued Stakeholder Engagement.

<p>GOAL 1:</p>	<p>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.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 <u>X</u> 7 <u>X</u> 8 COE only: 9 _ 10 Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Align a fluency and reading comprehension program to meet the diverse needs of all students, including unduplicated students and students with exceptional needs. Metric: DIBELS, CELDT, ELD Standards, CAASPP (SBAC) to monitor student progress Baseline Data: 70% proficient In class assessments</p> <p>Need: Teachers must change current practices in order to successfully implement a fluency and reading comprehension program Baseline Data: 70% of classroom teachers are using RtI Metric: Site walks, principal feedback and observations, teacher self-reporting, teacher misassignments, survey</p> <p>Need: Focus on an articulated reading with established District Benchmarks. Baseline: Maintain 100% CCSS Reading instruction, no district benchmarks have been created Metric: District assessments and benchmarks for 50% of grades (will be created in year 1), CELDT, CAASPP (SBAC), ELD Standards, site walks, principal feedback and observations, teacher feedback</p> <p>Need: Teachers will embed CCSS Language Standards into their writing programs Baseline: teachers are using their own programs and they are not articulated between grade levels Metric: Site walks, principal feedback and observations, teacher feedback, CAASPP (SBAC), Survey</p> <p>Need: Focus on transitioning to Common Core State Standards, including ELD frameworks, and SMARTER Balanced Assessment Baseline: Teachers have been provided professional development and coaching about CCSS. Maintain 100% of teachers have aligned to CCSS standards. Metric: Grade level curriculum matrix, API, CAASPP (SBAC), CELDT, maintain 100% of CCSS alignment</p> <p>Need: Maintain Basic Services Baseline: Maintain teacher misassignments at 0%, continue to provide standards-aligned instructional materials to all students Metrics: 100% of all teachers are highly qualified, 100% of students have access to standards-aligned instructional materials</p> <p>Need: Maintain access to and assessment of broad course study in all subject areas Baseline: 100% of students have access and are enrolled in a broad course of study including all core classes, physical education, visual and performing arts. CAASPPP will provide information concerning student outcomes once data becomes available. Metrics: Student registration (School Wise), District Curriculum Matrix, CAASPPP results</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</p>	

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

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

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:

- Using the Response to Intervention (RtI) model 90% of classroom teachers and instructional assistants will supplement a reading fluency and comprehension program
- Maintain teacher misassignments at 0%
- Continue to support/maintain 100% alignment to CCSS standards, including ELD standards.
- Teachers will work collaboratively to create District Writing Benchmarks and pilot the assessments.
- 25% Teachers to embed CCSS Language Standards into their writing programs.
- Continue the low rate of suspensions.

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	All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$513,375 Certificated Benefits 3000-3999: Employee Benefits Base \$117,685
Classroom instructional assistants and paraprofessionals		All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Aids Salaries 2000-2999: Classified Personnel Salaries Base \$90,636 Instructional Aids Benefits 3000-3999: Employee Benefits Base \$33,512.00

<p>Time will be given on restructured days to work collaboratively to implement early literacy programs to support reading fluency and comprehension.</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>On-going professional development for existing teachers and additional support for new teachers. 5000-5999: Professional/Consulting Services And Operating Expenditures Base \$3,000</p>
<p>Supplemental Curriculum will be purchased to support the Rtl program. DIBELS will continue to be used and DRAs will be developed to monitor the program.</p>	<p>LEA</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>Curriculum/Release time for planning/developing curriculum 4000-4999: Supplemental: Books and Supplies \$20,000</p>
<p>Support staff will be trained to help support the Rtl program.</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>Support Staff Training Rtl (In-house)</p>
<p>Professional development and curriculum will be provided to support continued alignment of CCSS.</p>	<p>LEA</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>Contracted Services from outside agency for CCSS training and implementation. 5000-5999: Professional/Consulting Services And Operating Expenditures Base \$2500</p>
<p>Teachers will be given time to develop lessons to embed CCSS Language Standards into WBD or their writing units.</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Release Time 1000-1999: Services and Other Operating Expenditures: Base \$1900</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Begin professional development around ELD frameworks.	LEA	<input type="checkbox"/> All OR: <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)	PD around ELD Frameworks 5000-5999: Professional/Consulting Services And Operating Expenditures Supplemental \$500
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.		<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)	No Cost
Maintain Intervention Support Certificated Teacher		<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)	Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$45,526 3000-3999: Employee Benefits Supplemental: \$6,779
Academic Enrichment After School Program Provide CCSS aligned supplemental materials to support students and program		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Curriculum 4000-4999: Books And Supplies Supplemental \$300

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Collaborate with ELD instructor to provide support to meet individual needs of ELs.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental \$25,098.00 3000-3999: Employee Benefits Supplemental: \$13,157.00
Continue small groups in the afternoon to work with ELs.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
Provide services as described above for all English proficient pupils (RFEP).		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

Using the Response to Intervention (RtI) model classroom teachers and instructional assistants will continue to supplement a reading fluency and comprehension program

Maintain teacher misassignments at 0%.

Continue to support/maintain 100% alignment to CCSS standards, including ELD standards.

Teachers will revise and assess effectiveness of District Writing Benchmarks.

50% Teachers to embed CCSS Language Standards into their writing programs.

Continue the low rate of suspensions.

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	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$513,375 Certificated Benefits 3000-3999: Employee Benefits Base \$117,685
Maintain classroom instructional assistants and paraprofessionals		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Aids Salaries 2000-2999: Classified Personnel Salaries Base \$90,636 Instructional Aids Benefits 3000-3999: Employee Benefits Base \$33,512.00
Time will continue to be given on restructured days to work collaboratively to implement an early literacy programs to support reading fluency and comprehension.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth	On-going professional development for existing teachers and additional support for new teachers. 5000-5999: Professional/Consulting Services And Operating Expenditures Base \$3,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Supplemental Curriculum will be purchased to support the Rtl program. DIBELS and DRAs will be used to monitor the program.	LEA	<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)	Curriculum/Release time for planning/developing curriculum 4000-4999: Supplemental: Books and Supplies \$20,000
Support staff will be trained to help support the Rtl program.		<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)	Support Staff Training Rtl (In-house)
Professional development and curriculum will be provided to support continued alignment of the CCSS.	LEA	<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)	Contracted Services from outside agency for CCSS training and implementation. 5000-5999: Professional/Consulting Services And Operating Expenditures Base \$2500
Teachers will be given time to develop lessons to embed CCSS Language Standards into WBD or their writing units.		<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	Release Time 1000-1999: Services and Other Operating Expenditures: Base \$1900

		<input type="checkbox"/> Other Subgroups: (Specify)	
Continue professional development around ELD instructional strategies.	LEA	<input type="checkbox"/> All OR: <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)	PD around ELD Frameworks 5000-5999: Professional/Consulting Services And Operating Expenditures Supplemental \$500
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.		<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)	No Cost
Maintain Intervention Support Certificated Teacher		<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)	Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$45,526 3000-3999: Employee Benefits Supplemental: \$6,779
Academic Enrichment After School Program provide CCSS aligned supplemental materials to support students and program		<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)	Curriculum 4000-4999: Books And Supplies Supplemental \$300

<p>Continue to collaborate with ELD instructor to provide support to meet individual needs of ELs.</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>1000-1999: Certificated Personnel Salaries Supplemental \$25,098.00 3000-3999: Employee Benefits Supplemental: \$13,157.00</p>
<p>Continue small groups in the afternoon to work with ELs.</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>No Cost</p>
<p>Continue to provide services as described above for all English proficient pupils (RFEP)</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>No Cost</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

Using the Response to Intervention (RtI) model classroom teachers and instructional assistants will continue to supplement a reading fluency and comprehension program

Maintain teacher misassignments at 0%.

Continue to support/maintain 100% alignment to CCSS standards, including ELD standards.

Teachers will revise and assess effectiveness of District Writing Benchmarks.

75% Teachers to embed CCSS Language Standards into their writing programs.

Continue the low rate of suspensions.

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.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$513,375 Certificated Benefits 3000-3999: Employee Benefits Base \$117,685
Maintain classroom instructional assistants and paraprofessionals		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Aids Salaries 2000-2999: Classified Personnel Salaries Base \$90,636 Instructional Aids Benefits 3000-3999: Employee Benefits Base \$33,512.00
Time will continue to be given on restructured days to work collaboratively to implement early literacy programs to support reading fluency and comprehension.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth	On-going professional development for existing teachers and additional support for new teachers. 5000-5999: Professional/Consulting Services And Operating Expenditures Base \$1,900

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Supplemental Curriculum will be purchased to support the Rtl program. DIBELS and DRAs will continue to be used to monitor the program.		<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)	Curriculum/Release time for planning/developing curriculum 4000-4999: Base: Books and Supplies \$1,000
Staff will continue to be trained to support the Rtl program.		<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)	Support Staff Training Rtl (In-house)
Professional development and curriculum will be provided to support continued alignment of CCSS.		<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)	Contracted Services from outside agency for CCSS training and implementation. 5000-5999: Professional/Consulting Services And Operating Expenditures Base \$2500
Teachers will begin to assess progress of CCSS Language Standards as embedded in WBD or their writing units.		<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	Release Time 1000-1999: Services and Other Operating Expenditures: Base \$1900

		_ Other Subgroups: (Specify)	
Continue professional development around ELD instructional strategies.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PD around ELD Frameworks 5000-5999: Professional/Consulting Services And Operating Expenditures Supplemental \$500
Continue to provide an academic enrichment class after school for additional support in English Language Arts and Mathematics or and Intervention Program to provide extra support in English and Language Arts and Mathematics during the instructional day.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
Maintain Intervention Support Certificated Teacher		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$45,526 3000-3999: Employee Benefits Supplemental: \$6,779
Continue to provide an Academic Enrichment After School Program: Provide CCSS aligned supplemental materials to support students and program.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Curriculum 4000-4999: Books And Supplies Supplemental \$300

<p>Continue to collaborate with ELD instructor to provide support to meet individual needs of ELs.</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>1000-1999: Certificated Personnel Salaries Supplemental \$25,098 3000-3999: Employee Benefits Supplemental: \$13,157.00</p>
<p>Continue small groups in the afternoon to work with ELs.</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>No Cost</p>
<p>Continue to provide services as described above for all English proficient pupils (RFEP).</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>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 checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	<p>Need: To ensure sustainability and effective use of the library and technology in alignment with CCSS technology standards Baseline Data: 50% of classroom teachers have implemented technology standards. Metric: Board adopted technology plan and standards, FIT survey, stakeholder survey</p> <p>Need: Integrate technology into PBL Baseline Data: 10% of classroom teachers have integrated technology into PBL Metric: classroom walkthroughs, staff discussion, stakeholder survey</p> <p>Need: District will maintain good standing with FIT survey. Baseline Data: Harmony Elementary School is rated exemplary. Metric: FIT survey</p>		
Goal Applies to:	Schools:	ALL Applicable Pupil Subgroups: LEA	
LCAP Year 1: 2015-2016			
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.		
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 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: \$41,200 3000-3999: Employee Benefits: Base: \$13,402.00

<p>Technology Specialist will provide support to teachers using adopted technology standards in their classroom.</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>Software and hardware to continue support and development of technology based instructional programs 4000-4999: Books and Supplies Base: \$8000</p>
<p>Library Tech will connect the library to classroom projects and themes and provide a collaborative space for students and staff.</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>Maintain Library Technician 2000-2999: Classified Personnel Salaries Base: \$17,522 3000-3999: Employee Benefits: Base: \$9,182.00</p>
<p>Technology Specialist will provide support to teachers in integrating technology into PBL.</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>In-house training, release time 2000-2999: Services and Other Operating Expenditures Base: \$990</p>
<p>Maintain clean and safe school environment, in accordance with FIT survey.</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>Funds to keep school in good repair 5000-5999 Base: \$12,601 Maintain existing custodial staff: 2000-2999: Classified Salaries Base: \$65,646.00 3000-3999: Employee Benefits Base: \$31,781.00</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes: The technology committee will create a technology plan and 90% of classroom teachers will implement technology standards.
 Teachers and tech support will collaborate to integrate technology with PBL in 75% of classrooms.
 District will maintain in good standing with FIT survey.

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	___ All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	Maintain Technology Specialist 2000-2999: Classified Personnel Salaries Base: \$41,200 3000-3999: Employee Benefits: Base: \$13,402.00
Technology specialist will continue to provide support to teachers using adopted technology standards in their classroom.		___ 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.		___ All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	Maintain Library Technician 2000-2999: Classified Personnel Salaries Base: \$17,522 3000-3999: Employee Benefits: Base: \$9,182.00
Technology Specialist will continue to provide support to teachers in integrating technology into PBL.		___ All OR:	In-house training, release time

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Services and Other Operating Expenditures Base: \$990
Maintain clean and safe school environment, in accordance with FIT survey.		<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 Base: \$12,601 Maintain existing custodial staff: 2000-2999: Classified Salaries Base: \$65,646.00 3000-3999: Employee Benefits Base: \$31,781.00

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	The technology committee will create a technology plan and 100% of classroom teachers will implement technology standards. Teachers and tech support will collaborate to integrate technology with PBL in 90% of classrooms. District will maintain in good standing with FIT survey.
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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.		<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 Technology Specialist 1000-1999: Certificated Personnel Salaries Base: \$41,200 3000-3999: Employee Benefits: Base: \$13,402.00
Technology specialist will continue to provide support to teachers using adopted technology standards in their classroom.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Software and hardware to continue support and development of technology based instructional programs

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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.		<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 Library Technician 1000-1999: Certificated Personnel Salaries Base: \$17,522 3000-3999: Employee Benefits: Base: \$9,182.00
Technology specialist will continue to provide support to teachers in integrating technology into PBL.		<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)	In-house training, release time 2000-2999: Services and Other Operating Expenditures Base: \$990
Maintain clean and safe school environment, in accordance with FIT survey.		<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 Base: \$12,601 Maintain existing custodial staff: 2000-2999: Classified Salaries Base: \$65,646.00 3000-3999: Employee Benefits Base: \$31,7781.00

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 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
Identified Need :	Need: Articulation between grades and monitoring of and continued development of our Place-Based Learning (PLB) Program. Baseline: Some articulation between grades; some formal monitoring, field studies, and stewardship projects taking place Metric: Grade level curriculum matrix and site walks, principal and teacher feedback, Williams Act, CAASPP (SBAC), API Need: Alignment of PBL program matrix to CCSS and NGSS when applicable. Baseline: Teachers have created a PBL matrix and will work from this to align to CCSS and NGSS Grade level curriculum matrix and site walks, principal and teacher feedback, Williams Act, CAASPP (SBAC), API		
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: LEA	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	Teachers will increase documented activities on the PBL matrix by 10% 50% of all teachers will align their PBL program matrix to CCSS and NGSS when applicable. Teachers or PBL Consultant will continue to develop Stewardship and Field Studies Program, increasing participation by 10%. District will maintain 100% compliance with the Williams Act by providing access to all CCSS aligned instruction materials.		
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	__ All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ 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 Expenses: Base: \$1400 Release Time 1000-1999: Services and Other Operating Expenditures Base: \$1980
Hire a PBL Consultant to assist teachers in integrating PBL into their classrooms.		__ All OR: __ Low Income pupils	Hire a PBL Consultant 5000-5999: Professional/Consulting Services and Operating Expenses Base: \$17,204

		<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>Setup a fund/purchase supplies to support program on an ongoing basis.</p>		<ul style="list-style-type: none"> <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>Fund/purchased supplies 4000-4999: Books and Supplies Base: \$5500</p>
<p>Update the Steward Plan, and facilitate implementation of two priority projects.</p>		<ul style="list-style-type: none"> <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>No Cost</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes: 75% of all teachers will align their PBL program matrix 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 1%.
 District will maintain compliance with the Williams Act.

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	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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 Expenses: Base: \$1400 Release Time 1000-1999: Services and Other Operating Expenditures Base: \$1500
Maintain a PBL Consultant to assist teachers in integrating PBL into their classroom.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Hire a PBL Consultant 5000-5999: Professional/Consulting Services and Operating Expenses Base: \$17,204
Continue to purchase supplies to support program on an ongoing basis.		_ 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: \$5500

On-going addition

Profess PBL and

Annual update the Steward Plan, and facilitate implementation of two more projects.		<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)	No Cost
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LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	100% of all teachers will align their PBL program matrix to CCSS and NGSS where applicable. Teachers or PBL Consultant identify several monitoring possibilities and begin to establish monitoring in 75% of classrooms. Teachers or PBL Consultant will continue to develop Stewardship and Field Studies Program, increasing participation by 1%. District will maintain compliance with the Williams Act.
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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.		<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)	On-going professional development for existing teachers and additional support for new teachers (BTSA if needed). 5000-5999: Services and Other Operating Expenses: Base: \$1400 Release Time 1000-1999: Services and Other Operating Expenditures Base: \$1980
Maintain a PBL Consultant to assist teacher in integrating PBL into their classroom.		<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)	Hire a PBL Consultant 5000-5999: Professional/Consulting Services and Operating Expenses Base: \$17,204

On-going addition

Profess PBL an

<p>Continue to purchase supplies to support program on an ongoing basis.</p>		<p><u>All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Fund/purchased supplies 4000-4999: Books and Supplies Base: \$5500</p>
<p>Annual update the Steward Plan, and facilitate implementation of two more projects.</p>		<p><u>All</u> OR:----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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 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 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 Local : Specify
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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. Metric: Articulated Big Buddy Classes, Healthy Kids Survey Need: Improve Average Daily Attendance (ADA) and Truancy rate Baseline Data:2.81% Truant/Tardy Metric: School Wise (School Information System, SIS) Need: Maintain 0% expulsion and suspension rates. Baseline Data: 0% suspensions or expulsions 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
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: LEA
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LCAP Year 1: 2015-2016

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%
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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 type="checkbox"/> All	School Counselor Salary 1000-1999: Certificated Personnel Salaries Base \$48,275.00
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	3000-3999: Employee Benefits Base \$15,250.00

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		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Monthly school assemblies to focus on positive activities and acknowledgments of students' successes throughout the month (including positive attendance recognition).		<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)	Assemblies 5000-5999: Services And Other Operating Expenditures \$4000

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	All classrooms will actively participate in Big Buddy classes Board will adopt 8th grade promotion community service requirement Student Council will create an activity matrix A 2% increase of ADA and a 2% decrease of student truancy
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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 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)	School Counselor Salary 1000-1999: Certificated Personnel Salaries Base \$48,275.00 3000-3999: Employee Benefits Base \$15,250.00
Monthly school assemblies will continue to focus on positive activities and acknowledgments of students' successes throughout the month (including positive attendance recognition).		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Assemblies 5000-5999: Services And Other Operating Expenditures \$4000

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		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	All classrooms will actively participate in Big Buddy classes Board will adopt 8th grade promotion community service requirement Student Council will create an activity matrix A 2% increase of ADA and a 2% decrease of student truancy		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School Counselor will continue to help implement programs and strategies that improve school climate and help improve student attendance.	LEA	_ 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 \$48,275.00 3000-3999: Employee Benefits Base \$15,250.00
Monthly school assemblies will continue to focus on positive activities and acknowledgments of students' successes throughout the month (including positive attendance recognition).		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Assemblies 5000-5999: Services And Other Operating Expenditures \$4000

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

GOAL 5:	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 checked="" 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
Identified Need :	<p>Need: To work on student wellness, nutrition, citizenship and leadership to improve students' personal and social responsibilities Baseline: Articulated nutrition/health curriculum has not been established (0%). Metric: Nutrition/Health standards in grades 2-8, Farm to School program, implementation of Toolbox and social emotional strategies in grades 2-8 Healthy Kids Survey</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: 100% implementation of Farm to School program Baseline: 80% to full implementation Metric: Staff Survey</p>		
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: LEA	
LCAP Year 1: 2015-2016			
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		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase curriculum or provide PD to support nutrition/health standards.	LEA	_ All OR:	Additional Curriculum 4000-4999: Books And Supplies Base \$5500

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
Purchase educational materials/supplies or provide PD for implementing the farm to school program within the classroom setting.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials 4000-4999: Books And Supplies Base \$1100 Professional Development (In-house) No Cost
Provide garden and cafeteria support, training, and/or PD to fully implement the garden program		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies 4000-4999: Services And Other Operating Expenditures Base \$5,000 Garden Coordinator 2000-2999: Classified Personnel Salaries Base \$28,906 Benefits 3000-3999: Employee Benefits Base \$14,400 Cafeteria/Garden Liaison 2000-2999: Classified Personnel Salaries Base \$8,811 Benefits 3000-3999: Employee Benefits Base \$2,118

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Assess and revise nutrition/health curriculum in grades 2-8</p> <p>Reflect/Asses effectiveness a Farm to School matrix Continue implementation of Toolbox/social emotional strategies program in grades 2-8</p> <p>Continue SPARK program in grades 2-8</p> <p>Provide garden and cafeteria support to fully implementing Farm to School program</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase curriculum or provide PD to support nutrition/health standards.	LEA	_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional Curriculum 4000-4999: Books And Supplies Base \$5500
Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
Continue to purchase educational materials or provide PD for implementing the farm to school program within the classroom setting.		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials 4000-4999: Books And Supplies Base \$1100 Professional Development (In-House) No Cost

Continue to provide garden and cafeteria support, training, and/or PD to fully implement the garden program		<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)	Supplies 4000-4999: Services And Other Operating Expenditures Base \$5,000 Garden Coordinator 2000-2999: Classified Personnel Salaries Base \$28,906 Benefits 3000-3999: Employee Benefits Base \$14,400 Cafeteria/Garden Liaison 2000-2999: Classified Personnel Salaries Base \$8,811 Benefits 3000-3999: Employee Benefits Base \$2,118
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LCAP Year 3: 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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Cotninue to purchase curriculum or provide PD to support nutrition/health standards.		<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)	Additional Curriculum 4000-4999: Books And Supplies Base \$5500
Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.		<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)	No Cost

<p>Purchase educational materials or provide PD for implementing the farm to school program within the classroom setting.</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>Materials 4000-4999: Books And Supplies Base \$300 Professional Development (In-house) No Cost</p>
<p>Provide garden and cafeteria support, training, and/or PD to fully implement the garden program</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>Supplies 4000-4999: Services And Other Operating Expenditures Base \$5,000 Garden Coordinator 2000-2999: Classified Personnel Salaries Base \$28,906 Benefits 3000-3999: Employee Benefits Base \$14,400 Cafeteria/Garden Liaison 2000-2999: Classified Personnel Salaries Base \$8,811 Benefits 3000-3999: Employee Benefits Base \$2,118</p>

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 type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 Local : Specify	
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	LEA	
Expected Annual Measurable Outcomes:	<p>Establish District baseline benchmarks</p> <p>Using the Response to Intervention (Rtl) model 50% of classroom teachers and instructional assistants will supplement a reading fluency and comprehension program</p> <p>Maintain teacher miassignments at 0%</p> <p>100% of classroom teachers will have access to WBD materials aligned to CCSS and instructional use of materials will be evident in 50% of classrooms</p> <p>Teachers will work collaboratively to create District Writing Benchmarks and pilot the assessments</p> <p>Teachers to research grammar programs and select one or two as a pilot program and recommend one to the Curriculum Committee to be adopted/articulated by all staff</p> <p>CCSS aligned materials and instruction evident in 50% of classrooms</p> <p>District will acquire a baseline student scores for SBAC</p>	Actual Annual Measurable Outcomes:	<p>District baseline benchmarks are in progress but not yet established.</p> <p>Using the Response to Intervention (Rtl) model 50% of classroom teachers and instructional assistants will supplement a reading fluency and comprehension program</p> <p>Maintained teacher misassignments at 0%</p> <p>100% of classroom teachers will have access to materials aligned to CCSS and instructional use of materials is evident in 100% of classrooms.</p> <p>District Writing Benchmarks are in progress but have not yet been established or piloted</p> <p>Teachers could not find a grammar program to recommend for adoption. Instead, they plan to use the CCSS to embed grammar into their writing curriculum.</p> <p>CCSS aligned materials and instruction evident in 100% of classrooms.</p> <p>Maintained low rate of suspensions.</p>
LCAP Year: 2014-15			
Planned Actions/Services Budgeted Expenditures		Actual Actions/Services Estimated Actual Annual Expenditures	

<p>Time will be given on restructured days to work collaboratively to implement an Rtl program to support reading fluency and comprehension.</p>	<p>On-going professional development for existing teachers and additional support for new teachers. 5000-5999: Services And Other Operating Expenditures Base 2,000</p>	<p>Time was given on restructured days to work collaboratively to implement an Rtl program to support reading fluency and comprehension. Students are making progress over the year in reading according to DIBELS. Though gains are being made, scores reflect that students are still below benchmark. As district continues to develop and provide support on DIBLES and DRAs, this will be discussed.</p>	<p>On-going professional development for existing teachers and additional support for new teachers. 5000-5999: Services And Other Operating Expenditures Base \$2,000</p>
<p><input type="checkbox"/> All</p> <hr/> <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> <hr/> <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>Supplemental Curriculum will be purchased to support the Rtl program. DIBELS and DRAs will be used to monitor the program.</p>	<p>Curriculum materials for the Rtl program and yearly assessment materials for DIBELS. 4000-4999: Books And Supplies Base 5,000</p>	<p>Supplemental Curriculum was purchased to support the Rtl program. DIBELS is being used to monitor the program; DRA's is in development. DIBELS has proved to an effective means of assessment for student achievement. With the emphasis on DIBLES, DRAs was postponed.</p>	<p>Curriculum materials for the Rtl program and yearly assessment materials for DIBELS. 4000-4999: Books And Supplies Base \$5,000</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <hr/> <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> <hr/> <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>Support staff will be trained to help support the Rtl program.</p>	<p>Support Staff training 5000-5999: Services And Other Operating Expenditures Base 1,000</p>	<p>Support staff were provided ample training but the focus shifted from Rtl to PBL, Toolbox, and Playground Safety. The continued development of PBL has allowed students the opportunity to apply their curricular knowledge in real life settings, and learning opportunities in a real hands-on environment. This has significantly increased student engagement in the classroom. Toolbox has been a valuable resource in social and emotional health for HUSD students. Playground safety was a necessary training to continue to support HUSD goal of providing a safe environment for students.</p>	<p>Support Staff training 5000-5999: Services And Other Operating Expenditures Base \$1,000</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>Professional development and curriculum will be provided to fully transition to implement WBD aligned to CCSS.</p>	<p>Contracted Services from outside agency for WBD and CCSS Training. 5000-5999: Services And Other Operating Expenditures Base 5,000</p>	<p>Professional development and curriculum were provided to fully transition to implement WBD aligned to CCSS. All teachers have been trained in Writing By Design and CCSS writing standards. Examples of student writing exhibit growth in this area. No standardized scores available. Teachers were given time to research and recommend an articulated grammar program. During this time, teachers decided it would be more effective embed the CCSS Language Standards into their writing curriculum, as opposed to isolating grammar instruction. This type of contextual</p>	<p>Contracted Services from outside agency for WBD and CCSS Training. 5000-5999: Services And Other Operating Expenditures Base \$5,000</p>

		learning will support grammar development, which is the District goal around next year.	
<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 ----- <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)	
Teachers will be given time to research and recommend an articulated grammar program.	Release time for articulation and curriculum development. 1000-1999: Services And Other Operating Expenditures Base 5,000	Teachers were given time to research a grammar program. They concluded it would be better to embed their grammar in their existing writing program.	Release time for articulation and curriculum development. 1000-1999: Services And Other Operating Expenditures Base \$5,000
Scope of Service ----- <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 ----- <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)	
All instructional materials will be aligned with CCSS and ELD as appropriate.	Contracted Services from outside agency for CCSS training and implementation. 5000-5999: Services And Other Operating Expenditures Base 10,000	All instructional materials are aligned with CCSS and ELD as appropriate. Students are receiving instruction in CCSS in all classes and subject areas. This will impact their standardized test scores in the future.	Contracted Services from outside agency for CCSS training and implementation. 5000-5999: Services And Other Operating Expenditures Base \$5200
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils		Scope of Service ----- <input type="checkbox"/> All	

<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>All teachers will be supported to transition and fully implement CCSS.</p>	<p>Collaborate with ELD instructor to align articulated program supporting needs of English Learners. 5000-5999: Services And Other Operating Expenditures Supplemental 5,000</p>	<p>All teachers were supported to transition and fully implement CCSS.</p>	<p>This purchase was assigned to Salmon Creek last year, but the actual cost was covered through Harmony Elementary. 5000-5999: Services And Other Operating Expenditures Supplemental 0 No Cost</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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</p> <p>Provide staffing for at least one of the programs</p> <p>Provide CCSS aligned supplemental materials to support students and program</p>	<p>An afterschool Academic Enrichment Class will be offered to all students. Intervention will be provided for extra support in English, Language Arts and Mathematics based on data from local assessments and teacher input and CST's.</p> <p>Curriculum Materials 4000-4999: Books And Supplies Base 2,000</p> <p>2,000</p> <p>Teacher Salary Supplemental 7,686</p> <p>1,667</p> <p>6,019</p>	<p>For low-income , EL and RFEP pupils: Provided an Academic Enrichment Class after school for additional support in English Language Arts and Mathematics and an Intervention Program to provide extra support in English Language Arts and Mathematics during the instructional day.</p> <p>Teachers have seen an improvement in the submission of homework on time from students who participate. Students have also progressed in math development.</p> <p>Maintained an Intervention Support Certificated Teacher</p>	<p>Curriculum Materials 4000-4999: Books And Supplies Base \$700</p> <p>Classified Salary 1000-1999: Classified Personnel Salaries Base \$7686</p> <p>Benefits 3000-3999: Employee Benefits Base \$1667</p> <p>The additional \$6,019 was the funding specifically from Base LCFF.</p>

<input type="checkbox"/> All OR: <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)		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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The following Identified Need was amended based on stakeholder feedback: "Teachers to implement an articulated grammar program that is aligned to CCSS" is now "Teachers will embed CCSS Language Standards into the writing program." We met the following measurable outcomes before scheduled and will remove them from next year's LCAP: 1) 100% of teachers have access to materials aligned to CCSS and instructional use of materials is evident in 100% of classrooms. 2) CCSS aligned materials and instruction evident in 100% of classrooms. Changes in Actions and Services: 1) "Time will be given on restructured days to work collaboratively to implement an Rtl program to support reading fluency and comprehension" will be changed to address early literacy. Rtl was too narrow a focus, Early Literacy more accurately reflects our goals. 2) DRA's are in the planning stages and not yet ready to be used to monitor the program. 3) Teachers decided to embed the CCSS Language Standards into their existing writing curriculum instead of adopting a separate program. 4) Removed: "All instructional materials will be aligned with CCSS and ELD as appropriate." 5) Removed: "All teachers will be supported to transition and fully implement CCSS." District accomplished this task. 6) Removed: "No Foster Youth at this time." It is noted elsewhere. Changes to Budgeted Expenditures: 1) The Budgeted Expenditures for the ELD teacher reflected the entire salary cost, however part of this salary falls under Salmon Creek Charter. The updated information is correct specific to Harmony Elementary 2) The Budgeted Expenditures for the Intervention Teacher belong in the next column up. It was an error in the original LCAP.		

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 in support of classroom		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 Local : Specify	
Goal Applies to:	Schools:	ALL		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	LEA	Actual Annual Measurable Outcomes:	The technology Committee has created a technology plan and 50% of classroom teachers are implementing technology standards. District is in good standing with FIT survey.
LCAP Year: 2014-15				
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 existing Technology Specialist to provide technology support for teaching staff. Offer technology based resources for support. Provide open labs for access to technology. 2000-2999: Classified Personnel Salaries Base 44,495	Continued support was given to classroom teachers to integrate technology into the curriculum. Clarification around the role of the Technology Specialist was apparent. According to feedback from staff from surveys, 50% of classrooms are currently implementing technology standards. Students are receiving instruction around technology standards. Benefits 3000-3999: Employee Benefits Base \$10,762	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			Scope of Service	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)

<p>Technology Specialist will teach classes to students and teachers using adopted technology standards. Library Tech will connect the library to classroom projects and themes and provide a collaborative space for students and staff.</p>	<p>Maintain existing Library Technician to continue to provide library to classroom project support. 2000-2999: Classified Personnel Salaries Base 21,200</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>Technology Specialist provided support to teachers using adopted technology standards. It was clarified that the Technology specialist is there to support staff, not to teach a separate technology class. Teachers are able to embed technology standards across disciplines, providing students with 21st century skills. Library Tech connected the library to classroom projects and themes and provided a collaborative space for students and staff. Students have an increased understanding of the library, including how to access information for varied purposes.</p>	<p>Maintained existing Library Technician to continue to provide library to classroom project support. 2000-2999: Classified Personnel Salaries Base \$21,200</p> <p>Benefits 3000-3999: Employee Benefits Base \$7063</p> <p>Software and hardware to continue support and development of technology based instructional programs 4000-4999: Books And Supplies Base \$10000</p>
<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input 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>Changes to Actions/Services: Technology specialist will provide support to teachers, teachers will provide instruction 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 TK-8 place-based curriculum 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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 Local : Specify	
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	LEA		
Expected Annual Measurable Outcomes:	All classroom teachers will complete a curriculum matrix to show integration of PBL and FOSS curriculum and aligned to CCSS District will maintain compliance with Williams Act		Actual Annual Measurable Outcomes:	A PBL matrix has been created for 100% of classrooms; in process of aligning to FOSS. District will maintain compliance with the Williams Act
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide time, professional development, and curriculum to support PBL, service learning, and project-based learning.		On-going professional development for existing teachers and additional support for new teachers (BTSA if needed). 5000-5999: Services And Other Operating Expenditures Base 8,000	Provided time, professional development, and curriculum to support PBL, service learning, and project-based learning. Students are engaged regularly in placed based learning. No data from CASPP.	On-going professional development for existing teachers was provided and additional support for new teachers (BTSA if needed). 5000-5999: Services And Other Operating Expenditures Base \$8,000
		Professional Development and support for implementation of PBL and alignment to CCSS for staff. 5800: Professional/Consulting Services And Operating Expenditures Base 5,000		Professional Development and support provided for implementation of PBL and alignment to CCSS for staff. 5900-5999: Professional/Consulting Services And Operating Expenditures Base \$5,000
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			Scope of Service _____ _ 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 objective for PBL curriculum was met, focus will shift and remain aligning to FOSS and CCSS. Based on feedback from surveys and meetings, district will add more actions and services to this goal.		

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 <input checked="" type="checkbox"/> COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	LEA		
Expected Annual Measurable Outcomes:	All classrooms will have an assigned Big Buddy class Board will adopt 8th grade promotion community service requirement Student Council will create an activity matrix A 2% increase of ADA and a 2% decrease of student truancy		Actual Annual Measurable Outcomes:	All classrooms have assigned Big Buddy classes. Board will adopt 8th grade promotion community service requirement Student Council activity matrix is in progress ADA increased by 2%; student truancy decreased by an estimated 28%
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Explore programs that focus on positive school climate (research Safe Schools Ambassadors and Restorative Justice). Administer Healthy Kids Survey/anti-bullying (administered by school counselor)	School Counselor implemented programs and strategies that improved school climate and helped improve student attendance. District saw a dramatic decrease in tardies and maintained a high attendance rate. Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Purchase curriculum 4000-4999: Books And Supplies Base \$10000 Administered our own student survey. No Cost

<p>Monthly school assemblies to focus on positive activities and acknowledgments of students' successes throughout the month (including positive attendance recognition).</p>	<p>Add to the monthly calendar assemblies to focus on positive school activities (assembly's coordinator).</p> <p>Curriculum/Program 4000-4999: Books And Supplies Base 10,000</p> <p>School Counselor 1000-1999: Certificated Personnel Salaries Base 57856</p>	<p>_ Other Subgroups: (Specify)</p> <p>Monthly school assemblies to focus on positive activities and acknowledgments of students' successes throughout the month (including positive attendance recognition). Positive reinforcement of student behavior has helped develop student pride in the District and a desire to be at school and participate. This is reflected in decreased tardies and absences.</p>	<p>Add to the monthly calendar assemblies to focus on positive school activities (assembly's coordinator). No Cost</p> <p>Curriculum/Program 4000-4999: Books And Supplies Base \$10,000</p> <p>School Counselor 1000-1999: Certificated Personnel Salaries Base \$46375</p> <p>Benefits 3000-3999: Employee Benefits Base \$13736</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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Wording was changed slightly to reflect district goals: 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.</p> <p>District moved items under "Budgeted Expenditures" over to the "Actions and Services" section.</p> <p>Changes in the Budgeted Expenditures:</p> <p>1) For school assemblies, District used existing staff to cover these responsibilities and were able to fund this program for much less.</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 5 from prior year LCAP:	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.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input 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:	LEA		
Expected Annual Measurable Outcomes:	Review, create, and pilot nutrition/health curriculum in grades TK-8 Create a Farm to School matrix Implementation of Toolbox program in grades TK-2 Purchase and training of SPARK program (or another recommended standards based program) in grades TK-3 0% suspension, expulsion, and dropout rate	Actual Annual Measurable Outcomes:	Nutrition and health curriculum has been reviewed but not yet created or piloted. Farm to School matrix is in progress, not yet complete. Toolbox program has been implemented K-1 SPARK program has been purchased, additional training needed. Maintained 0% suspension, expulsion, and dropout rate	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Purchase curriculum to support nutrition/health standards.	Yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.	Curriculum has been researched but not yet purchased. The focus was primarily on Farm to School this year. This will need to be revisited next year.	Yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed. No Cost	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

<p>Provide garden and cafeteria support to fully implement Farm to School program.</p>	<p>Educational materials purchase for implementation of the Farm to School program within the classroom setting. 4000-4999: Books And Supplies Base 7,500</p> <p>Garden and cafeteria support and training to fully implement the garden program. Garden Coordinator 2000-2999: Classified Personnel Salaries Base 40,500</p> <p>Cafeteria Assistant 2000-2999: Classified Personnel Salaries Base 23,150</p>	<p>Provided garden and cafeteria support to fully implement Farm to School program. Provides nutritional education and project/place based learning opportunities in the garden. This has increased student engagement in the classroom.</p>	<p>Educational materials purchased for implementation of the Farm to School program within the classroom setting. 4000-4999: Books And Supplies Base \$7,500</p> <p>Garden and cafeteria supported and training provided to fully implement the garden program. Garden Coordinator 2000-2999: Classified Personnel Salaries Base \$26,877</p> <p>Benefits 3000-3999: Employee Benefits Base \$11,536</p> <p>Cafeteria Assistant 2000-2999: Classified Personnel Salaries Base \$19,263</p> <p>Benefits 3000-3999: Employee Benefits Base \$3568</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>Goal number 5 will include social/emotional health.</p> <p>Actions/Services.</p> <p>Changes in Budgeted Expenditures:</p> <p>1) A few items from this section were moved to Actions/Services.</p> <p>2) District overestimated amount to be spent on educational materials and supplies for Farm to School. This amount will be adjusted accordingly in next year's LCAP.</p>		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$77,438.00
The District is expected to receive \$1,068,058 total LCFF funding of which approximately \$77,438.00 is Supplemental Grant Funding for 2015-2016. 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 40.98% in this unduplicated category. With our supplemental grant funds we will be providing after school academic enrichment classes, curriculum materials and Intervention teachers.	

- 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.

7.55	%
The District's Minimum Proportionality Percentage for unduplicated students in budget year 2015-2016 is 7.55% . Harmony school district will meet this minimum proportionality percentage by providing the services listed above: after school academic enrichment classes, intervention teachers 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 7.55% MPP in increased or improved services to the unduplicated students	
NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.	

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).

8-22-14 [California Department of Education]