Local Control and Accountability Plan – Harmony Elementary School (grades TK, K, 1) Harmony Union School District

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.

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Harmony Union Elementary District   Contact (Name, Title, Email, Phone Number): **Rene McBride, Principal**, **rmcbride@harmony.k12.ca.us**, **(707) 874-1205**
  Harmony Elementary School, TK,K, and grade 1   **LCAP Year: 2014-2015**

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement*: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
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 representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
•Beginning in November of 2013, 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 report at board meetings, staff meetings, and Site Council/Charter Advisory Board (this is HUSD's parent advisory committee) meetings after the November 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.	•*Initial planning and input gathering stages. Provided information about requirements of the LCAP and began looking at how to incorporate the district's strategic plan.*
•February 25th, Parent/Community Informational Night regarding LCFF, LCAP, CCSS, and SMARTER Balanced.	•*Prompted parents to fill out survey, provided information for a better understanding of LCAP and how this process works, and what to expect moving forward.*
•March and April of 2014, Input was gathered from parents, guardians, and community via website/electronic survey.	•*Stronger integration of Place-based Learning (PBL) from all teachers, to encourage middle school students from leaving district, more communication from teachers and administration, accelerated programs, more organized before school and after school activities, implementation of Toolbox Project or Restorative Justice, ways to get more volunteers on campus.*
•April 2014, Input was gathered from staff via survey.	•*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), articulated grammar and writing program,*

	integration of CCSS (curriculum support).
•April 2014, input was gathered from Board of Trustees via survey.	*•Continued implementation of technology into school, website upgrade, improve implementation of PBL, improve outreach to community and prospective families, maintain and expand music and arts programs, improve farm to school and cafeteria program.*
•April 3, 2014, staff worked together to connect the current strategic plan goals and the LCAP priorities.	*•Current district/site goals addressed the 8 priorities of the LCAP, allowing for input, questions, and articulation of the LCAP. These goals were created through the strategic plan process and were updated and adopted by staff, the Site Council/Charter Advisory Board, and the Board of Trustees during March meetings.*
•April 9, 2014, Site Council/Charter Advisory Board worked together to connect the current strategic plan goals and the LCAP priorities (Parent Advisory Committee)	*•Current district/site goals addressed the 8 priorities of the LCAP, allowing for input, questions, and articulation of the LCAP. These goals were created through the strategic plan process and were updated and adopted by staff, the Site Council/Charter Advisory Board, and the Board of Trustees during March meetings.*
•May 12, 2014, Draft of LCAP posted online and given to stakeholders to provide input.	*•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.*
•May 14 2014, Final draft of LCAP and budget reviewed by Site Council/Charter Advisory Board	*•Draft of LCAP and budget will be reviewed and time given for input and to respond in writing.*

•May 14, 2014, School Board Meeting	*•All stakeholders will review the LCAP and budget. Final draft will be completed.*
•June 18, 2014, School Board Meeting, Public Hearing for LCAP	*•Approve LCAP and opportunity to provide input for LCAP and give feedback, open to public.*
•June 18, 2014, School Board Meeting, Public Hearing for Budget	*•Approve Budget*
•June 19, 2014, Special School Board Meeting	*•Adopt LCAP and Budget*

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	

Need: Align a fluency and reading comprehension program to meet the needs of diverse students. Metric: DIBELS, CELDT, ELD Standards, CST (SBAC) to monitor student progress Baseline Data: 42% proficient (CST) Need: Teachers must change current practices in order to successfully implement a fluency and reading comprehension program Baseline Data: 44% of classroom teachers are using RtI Metric: Site walks, principal feedback and observations, teacher self-reporting, teacher misassignments	Goal #1: District staff and teachers will work cooperatively to develop, promote and implement methods and lessons that meet different learning styles and needs of students as they pursue their academic and social development.	ALL	LEA		Establish District baseline benchmarks Using the Response to Intervention (RtI) model 50% of classroom teachers and instructional assistants will supplement a reading fluency and comprehension program Maintain teacher misassignments at 0%.	District Benchmark: 70% of students score proficient Using the Response to Intervention (RtI) model 75% of classroom teachers and instructional assistants will supplement a reading fluency and comprehension program Maintain teacher misassignments at 0%.	District Benchmark: 75% of students score proficient Using the Response to Intervention (RtI) model 100% of classroom teachers and instructional assistants will supplement a reading fluency and comprehension program Maintain teacher misassignments at 0%	Conditions of learning (priorities 1,2,7) Pupil outcomes (Priority 4 and 8)

Need: Focus on an articulated writing and grammar program to be implemented at all grade levels. Metric: District assessments and benchmarks (will be created in year 1), CELDT, CST (SBAC), ELD Standards, site walks, principal feedback and observations, teacher feedback Need: Teachers to implement an articulated grammer program that is aligned to CCSS Baseline: teachers are using their own programs and they are not articulated between grade levels Metric: Site walks, principal feedback and observations, teacher feedback, CST (SBAC)	Goal #1: District staff and teachers will work cooperatively to develop, promote and implement methods and lessons that meet different learning styles and needs of students as they pursue their academic and social development.	ALL	LEA		100% of classroom teachers will have access to materials aligned to CCSS and instructional use of materials will be evident in 50% of classrooms. Teachers will work collaboratively to create District Writing Benchmarks and pilot the assessments 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.	Maintain access to WBD materials aligned to CCSS and instructional use of materials will be evident in 75% of the classrooms Implement District Wide Writing Benchmarks and Assessments 100% of classroom teachers will have access to the grammar program that has been recommended by the Curriculum Committee, 50% of classroom teachers will implement the grammar program	Maintain access to WBD materials aligned to CCSS and instructional use of materials will be evident in 100% of the classrooms Maintain use of District Wide Writing Benchmarks and Assessments Maintain access to the grammar program, 75% of classroom teachers will implement the grammar program	Conditions of Learning (Priorities 1, 2, 7) Pupil Outcomes (Priority 4)

Need: Focus on transitioning to Common Core State Standards Baseline: teachers have been provided professional development and coaching about CCSS Metric: Grade level curriculum matrix, API, CST, CELDT, Williams Act, recruiting and maintaining highly qualified teachers (teacher missassignments) Students Need to feel safe and secure in the school environment. 0% of students were suspended in the 2012-2013 school year.	Goal #1: District staff and teachers will work cooperatively to develop, promote and implement methods and lessons that meet different learning styles and needs of students as they pursue their academic and social development.	ALL	LEA		CCSS aligned materials and instruction evident in 50% of classrooms. Maintain teacher misassignments at 0%	CCSS aligned materials and instruction evident in 75% of classrooms. Maintain teacher misassignments at 0%	CCSS aligned materials and instruction evident in 100% of classrooms. Maintain teacher misassignments at 0%	Conditions of Learning (Priorities 1, 2, 7) Pupil Outcomes (Priorities 4, 8)
	Goal #2: All students will be educated in a school climate that is clean, safe, drug-free and conducive to learning.	ALL	LEA		Continue the low rate of suspensions.	Continue the low rate of suspensions	Continue the low rate of suspensions .	

Need: To ensure sustainability and effective use of the library and technology Baseline Data: 0% of classroom teachers have implemented technology standards. Metric: Board adopted technology plan and standards, FIT survey, CST (SBAC)	Goal #3: District staff will refine access and appropriate use of technology in support of student learning at all grade levels.	ALL	LEA		The Technology Committee will create a technology plan and 50% of classroom teachers will implement technology standards District will maintain in good standing with FIT survey.	Update technology plan and 75% of classroom teachers will implement technology standards District will maintain in good standing with FIT survey.	Update technology plan and 100% of classroom teachers will implement technology standards District will maintain in good standing with FIT survey.	Conditions of Learning (Priorities 1, 7) Pupil Outcomes (Priorities 4, 8) Engagement (Priorities 3, 5)
Need: Monitoring of and implementation of our Place-Based Learning (PLB) and Environmental Education Curriculum Program and integrated with CCSS. Teachers have created a PBL matrix and will work from this to align to CCSS and FOSS Grade level curriculum matrix and site walks, principal and teacher feedback,	Goal #4: District staff, teachers and community volunteers will work to more fully develop the district's TK-1 place-based curriculum.	ALL	LEA		100 % of 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	50% of classroom teachers will show evidence in the classroom and in their instruction of implementation of PBL and FOSS curriculum and aligned to CCSS District will maintain compliance with Williams Act	100% of classroom teachers will show evidence of implementation of PBL and FOSS curriculum and aligned to CCSS District will maintain compliance with Williams Act	Conditions of Learning (Priorities 1, 2, 7) Pupil Outcomes (Priority 8) Engagement (Priorities 3, 5, 6)

Williams, Act, CST, API								
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, API

Need: Improve Average Daily Attendance (ADA) and Truancy rate Baseline Data: 14.15 Truant/Tardy

Metric: School Wise (School Information System, SIS) | Goal #5: District staff and teachers will work to provide programs in support of student learning and that promote responsible citizenship, creativity and individual leadership. | ALL | LEA | | All classrooms will have an assigned Big Buddy class

A 2% increase of ADA and a 2% decrease of student truancy.

 Attendance rate will continue at or above 90%. | All classrooms will complete at least 2 projects with their buddy class

A continued increase in ADA and decrease in student truancy

Attendance rate will continue at or above 95%. | Maintain buddy classes

A continued increase in ADA and decrease in student truancy

Attendance rate will continue at or above 95%. | Pupil Outcomes (Priorities 4, 8)

Engagement (Priorities 3, 5, 6 |

| Need: To work on student wellness, nutrition, citizenship and leadership to improve students' personal and social responsibilities

Metric: Nutrition/Health standards in grades TK-1, Farm to School program, implementation of Toolbox in grades TK-1 Healthy Kids Survey, API

Need: Implementation of physical education to all students grades TK-1 and meet the instructional mandated requirements. Metric: Classroom schedules in TK-1 and CA physical fitness tests, School Wise (SIS) | Goal #6: 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-1 program. | ALL | LEA | | Review, create, and pilot nutrition/health curriculum in grades TK-1

Create a Farm to School matrix

Implementation of Toolbox program in grades TK-1

Purchase and training of SPARK program in grades TK-1 | 50% implementation of recommended nutrition/health curriculum in grades TK-1

Use Farm to School Matrix with nutrition/health curriculum, aligned to CCSS and PBL

Implementation of Toolbox program in grades TK-1

50% implementation of SPARK program in grades TK-1 | 100% implementation of recommended nutrition/health curriculum in grades TK-1

An active Farm to School program that integrates classrooms and cafeteria

Full implementation of Toolbox program in grades TK-1

100% implementation of SPARK program in grades TK-1

100% | Conditions of Learning (Priorities 1, 2, 7)

Pupil Outcomes (Priorities 4, 8)

Engagement (Priorities 3, 5, 6) |

100% of students have access to PE, library, computers, art, garden, and music.

Parents need to be involved in their child's education.

35% parents responded to the school survey. The school has a very active parent group (ARK) and School Site Council. Throughout the year at least 45% of parents participated in school functions.

Need: Maintain suspension/ expulsion and dropout rates

Metric: Schoolwise (SIS), CALPADS | | | | | 100% of students will continue to have access to these programs.

Parent involvement in the survey and school functions are to improve by 10%.

Increase parent involvement by 10%

0% suspension, expulsion, and dropout rate | 100% participation will continue.

Improved participation by an additional 10%

Increase parent involvement by 10%

0% suspension, expulsion, and dropout rate | participation will continue.

Improved participation by an additional 10%.

Increase parent involvement by 10%

0% suspension, expulsion, and dropout rate | |

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1: District staff will develop, promote and implement methods and lessons that meet the different learning styles and needs of students.	Conditions of Learning (Priorities 1, 2, 7) Pupil Outcomes (Priority 4)	Maintain High Quality Teaching Staff and provide intervention services for students with disabilities. Classroom instructional assistants and paraprofessionals Time will be given on restructured days to work collaboratively to implement an RtI program to support reading fluency and comprehension.	LEA		Maintain High Quality Teaching Staff and provide intervention services for students with disabilities. 1xxx Cert. Salaries $216,533 3xxx Emp. Benefits $58,197 Funding Source: LCFF Classroom Instructional assistants and paraprofessionals. 2xxx Class. Salaries $68,810 3xxx Emp. Benefits $24,119 Funding Source: LCFF On-going professional development for existing teachers and additional support for new teachers. 5xxx Prof. Development $2,000 Funding Source: LCFF	Maintain High Quality Teaching Staff and provide intervention services for students with disabilities. 1xxx Cert. Salaries $216,533 3xxx Emp. Benefits $58,197 Funding Source: LCFF Classroom Instructional assistants and paraprofessionals. 2xxx Class. Salaries $68,810 3xxx Emp. Benefits $24,119 Funding Source: LCFF On-going professional development for existing teachers and additional support for new teachers. 5xxx Prof. Development $2,000 Funding Source: LCFF	Maintain High Quality Teaching Staff and provide intervention services for students with disabilities. 1xxx Cert. Salaries $216,533 3xxx Emp. Benefits $58,197 Funding Source: LCFF Classroom Instructional assistants and paraprofessionals. 2xxx Class. Salaries $68,810 3xxx Emp. Benefits $24,119 Funding Source: LCFF On-going professional development for existing teachers and additional support for new teachers. 5xxx Prof. Development

		Supplemental Curriculum will be purchased to support the RtI program. DIBELS and DRAs will be used to monitor the program. Support staff will be trained to help support the RtI program.			Curriculum materials for the RtI program and yearly assessment materials for DIBELS. 4310 Inst. Materials $5,000 Funding Source: LCFF Support Staff training 5xxx Prof. Development $1,000 Funding Source: LCFF	Curriculum materials for the RtI program and yearly assessment materials for DIBELS. 4310 Inst. Materials $5,000 Funding Source: LCFF Support Staff training 5xxx Prof. Development $1,000 Funding Source: LCFF	$2,000 Funding Source: LCFF Curriculum materials for the RtI program and yearly assessment materials for DIBELS. 4310 Inst. Materials $5,000 Funding Source: LCFF Support Staff training 5xxx Prof. Development $1,000 Funding Source: LCFF
Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP Year **Year 1: 2014-15**	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal #1: District staff to develop, promote and implement methods and lessons that meet the different learning styles and needs of students.	Conditions of Learning (Priorities 1, 2, 7) Pupil Outcomes (Priority 4)	Professional development and curriculum will be provided to fully transition to implement WBD aligned to CCSS. Teachers will be given time to research and recommend an articulated grammar program	LEA		Contracted Services from outside agency for WBD and CCSS Training. 5xxx Contracted Services $5,000 Funding Source: LCFF Release time for articulation and curriculum development. 5xxx Prof. Development $5,000 Funding Source: LCFF	Contracted Services from outside agency for WBD and CCSS Training. 5xxx Contracted Services $5,000 Funding Source: LCFF Release time for articulation and curriculum development. 5xxx Prof. Development $5,000 Funding Source: LCFF	Contracted Services from outside agency for WBD and CCSS Training. 5xxx Contracted Services $5,000 Funding Source: LCFF Release time for articulation and curriculum development. 5xxx Prof. Development $5,000 Funding Source: LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1: District staff to develop, promote and implement methods and lessons that meet different learning styles and needs of students.	Conditions of Learning (Priorities 1, 2, 7)

Pupil Outcomes (Priorities 4, 8) | All instructional materials will be aligned with CCSS and ELD as appropriate.

All teachers will be supported to transition and fully implement CCSS. | LEA | | Contracted Services from outside agency for CCSS training and implementation. 5xxx Contracted Services $5,000 Funding Source: Common Core and LCFF | Contracted Services from outside agency for CCSS training and implementation. 5xxx Contracted Services $5,000 Funding Source: LCFF | Contracted Services from outside agency for CCSS training and implementation. 5xxx Contracted Services $5,000 Funding Source: LCFF |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #2 All students will be educated in a learning environment that is clean, safe, drug free, and conducive to learning.		Complete routine maintenance and repairs. Daily cleanliness will prevail.

Instruction on personal feelings, drug free awareness, and eradication of bullying | LEA | | ARK funding for assemblies and social skills programs.
5xxx Contracted Serv $5,000
Funding Sources:
Site Council through LCFF and the School Parent Organization - ARK. | ARK funding for assemblies and social skills programs.
5xxx Contracted Serv $5,000
Funding Sources:
Site Council through LCFF and the School Parent Organization - ARK | ARK funding for assemblies and social skills programs.
5xxx Contracted Serv $5,000
Funding Sources:
Site Council through LCFF and the School Parent Organization - ARK |
| Goal #3 District staff will enhance and refine access and appropriate use of technology in support of classroom instruction and student learning. | Conditions of Learning (Priorities 1, 7)

Pupil Outcomes (Priorities 4, 8)

Engagement (Priorities 3, 5) | Continued support will be given to classroom teachers to integrate technology into the curriculum.

Technology Specialist will teach classes to students and teachers using adopted technology standards.
Library Tech will connect the library to classroom | | | Maintain existing Technology Specialist to provide technology support for teaching staff. Offer technology based resources for support. Provide open labs for access to technology.
2xxx Class. Salaries $ 8,900
3xxx Emp. Benefits $ 2,877
Funding Source: LCFF

Maintain existing Library Technician to continue to provide library to classroom | Maintain existing Technology Specialist to provide technology support for teaching staff. Offer technology based resources for support. Provide open labs for access to technology.
2xxx Class. Salaries $ 8,900
3xxx Emp. Benefits $ 2,877
Funding Source: LCFF

Maintain existing Library Technician to continue to provide library to classroom | Maintain existing Technology Specialist to provide technology support for teaching staff. Offer technology based resources for support. Provide open labs for access to technology.
2xxx Class. Salaries $ 8,900
3xxx Emp. Benefits $ 2,877
Funding Source: LCFF

Maintain existing Library Technician to continue to provide library to classroom |

					project support.	project support.	project support.
		projects and themes and provide a collaborative space for students and staff.			2xxx Class. Salaries $ 4,381 3xxx Emp. Benefits $ 2,163 Funding Source: LCFF Software and hardware to continue support and development of technology based instructional programs 4310 Inst. Materials $ 600 4400 Equipment $20,000 Funding Source: LCFF 2xxx Class. Salaries $ 15,434 3xxx Emp. Benefits $ 7,325 Funding Source: LCFF	2xxx Class. Salaries $ 4,381 3xxx Emp. Benefits $ 2,163 Funding Source: LCFF Software and hardware to continue support and development of technology based instructional programs 4310 Inst. Materials $ 600 4400 Equipment $20,000 Funding Source: LCFF 2xxx Class. Salaries $ 15,434 3xxx Emp. Benefits $ 7,325 Funding Source: LCFF	2xxx Class. Salaries $ 4,381 3xxx Emp. Benefits $ 2,163 Funding Source: LCFF Software & hardware to continue support and development of tech. based instructional programs 4310 Inst. Materials $ 600 4400 Equipment $20,000 Funding Source: LCFF 2xxx Class. Salaries $ 15,434 3xxx Emp. Benefits $ 7,325 Funding Source: LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #4: District staff, teachers and community volunteers will work to more fully develop the district's Place-based Curriculum.	Conditions of Learning (Priorities 1, 2, 7) Pupil Outcomes (Priority 8) Engagement (Priorities 3, 5, 6,7,8)	Provide time, professional development, and curriculum to support PBL, service learning, and project-based learning.	LEA		On-going professional development for existing teachers and additional support for new teachers (BTSA if needed). 5xxx Prof. Development $8,000 Funding Source: LCFF Professional Development and support for implementation of PBL and alignment to CCSS for staff.	On-going professional development for existing teachers and additional support for new teachers (BTSA if needed). 5xxx Prof. Development $8,000 Funding Source: LCFF Professional Dev. and support for implementation of PBL and alignment to CCSS	On-going professional development for existing teachers and additional support for new teachers (BTSA if needed). 5xxx Prof. Development $8,000 Funding Source: LCFF Professional Dev. and support for implementation of PBL and alignment to CCSS

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					5xxx Prof. Development $5,000 Funding Source: LCFF	for staff. 5xxx Prof. Dev. $5,000 Funding Source: LCFF	for staff. 5xxx Prof. Dev. $5,000 Funding Source: LCFF
Goal #5: District staff will provide lessons and programs in support of student learning and development that promote responsible citizenship, creativity and individual leadership.	Pupil Outcomes (Priorities 4, 8) Engagement (Priorities 3, 5, 6)	School Counselor will help implement programs and strategies that improve school climate and help improve student attendance. Monthly school assemblies to focus on positive activities and acknowledgments of students' successes throughout the month (including positive attendance recognition).	LEA		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) Add to the monthly calendar assemblies to focus on positive school activities (assembly's coordinator). Curriculum/Program 4310 Inst. Materials $10,000 Funding Source: LCFF School Counselor 1xxx Cert. Salaries $11,572 3xxx Emp. Benefits $3,428 Funding Source: LCFF	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) Add to the monthly calendar assemblies to focus on positive school activities (assembly's coordinator). Curriculum/Program 4310 Inst. Materials $10,000 Funding Source: LCFF School Counselor 1xxx Cert. Salaries $11,572 3xxx Emp. Benefits $3,428 Funding Source: LCFF	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) Add to the monthly calendar assemblies to focus on positive school activities (assembly's coordinator). Curriculum/Program 4310 Inst. Materials $10,000 Funding Source: LCFF School Counselor 1xxx Cert. Salaries $11,572 3xxx Emp. Benefits $3,428 Funding Source: LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #6: District staff will expand and clearly articulate to parents and students healthy choice standards to include nutrition and fitness practices.	Conditions of Learning (Priorities 1, 2, 7)

Pupil Outcomes (Priorities 4, 8)

Engagement (Priorities 3, 5, 6) | Purchase curriculum to support nutrition/health standards.

Provide garden and cafeteria support to fully implement Farm to School program. | LEA | | Yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.

Educational materials purchase for implementation of the Farm to School program within the classroom setting.
4310 Inst. Materials $7,500
Funding Source: LCFF

Garden and cafeteria support and training to fully implement the garden program.

Garden Coordinator
2xxx Class. Salaries $ 8,099
3xxx Emp. Benefits $ 3,608
Funding Source: LCFF | Yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.

Educational materials purchase for implementation of the Farm to School program within the classroom setting.
4310 Inst. Materials $7,500
Funding Source: LCFF

Garden and cafeteria support and training to fully implement the garden program.

Garden Coordinator
2xxx Class. Salaries $ 8,099
3xxx Emp. Benefits $ 3,608
Funding Source: LCFF | Yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed.

Educational materials purchase for implementation of the Farm to School program within the classroom setting.
4310 Inst. Materials $7,500
Funding Source: LCFF

Garden and cafeteria support and training to fully implement the garden program.

Garden Coordinator
2xxx Class. Salaries $ 8,099
3xxx Emp. Benefits $ 3,608
Funding Source: LCFF |

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1: District staff to develop, promote and implement methods and lessons that meet the different learning styles and needs of students.	Conditions of Learning (Priorities 1, 2, 7)

Pupil Outcomes (Priority 4) | For low-income , EL and RFEP pupils: 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 | LEA | | 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 existing testing.

Curriculum Materials
4310   Inst. Mat. $2,000
Funding Source:
LCFF Supplemental Grant | 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 existing testing.

Curriculum Materials
4310   Inst. Materials $2,000
Funding Source:
LCFF Supplemental Grant | An afterschool Academic Enrichment Class will be offered. Intervention will be provided for extra support in English, Language Arts and Mathematics based on data from local assessments and teacher input and existing testing.

Curriculum Materials
4310   Inst. Mat. $2,000
Funding Source:
LCFF Supplemental Grant |

		during the instructional day Intervention Support Certificated Teacher Academic Enrichment After School Program Provide CCSS aligned supplemental materials to support students and program			**Intervention Teacher** 1xxx Cert. Salaries $16,565 3xxx Emp. Benefits $4,965 **Funding Source:** LCFF Supplemental Grant **Teacher Salary** 1xxx Cert. Salaries $1,538 3xxx Emp. Benefits $ 461 **Funding Source:** LCFF Supplemental Grant (20% of salary Assuming 180 days of instruction at $35.00 per hour for one hour a day.) **Curriculum Materials** 4310 Inst. Mat. $5,000 **Funding Source:** LCFF Supplemental Grant	**Intervention Teacher** 1xxx Cert. Salaries $16,565 3xxx Emp. Benefits $4,965 **Funding Source:** LCFF Supplemental Grant **Teacher Salary** 1xxx Cert. Salaries $1,538 3xxx Emp. Benefits $ 461 **Funding Source:** LCFF Supplemental Grant (20% of salary Assuming 180 days of instruction at $35.00 per hour for one hour a day.) **Curriculum Materials** 4310 Inst. Mat. $5,000 **Funding Source:** LCFF Supplemental Grant	**Intervention Teacher** 1xxx Cert. Salaries $16,565 3xxx Emp. Benefits $4,965 **Funding Source:** LCFF Supplemental Grant **Teacher Salary** 1xxx Cert. Salaries $1,538 3xxx Emp. Benefits $ 461 **Funding Source:** LCFF Supplemental Grant (20% of salary Assuming 180 days of instruction at $35.00 per hour for one hour a day.) **Curriculum Materials** 4310 Inst. Mat. $5,000 **Funding Source:** LCFF Supplemental Grant
		Collaborate with ELD instructor to align articulated program supporting needs of English Learners.			**ELD/Intervention Teacher** 1xxx Cert. Salaries $32,756 3xxx Emp. Benefits $ 8,090 **Funding Source:** LCFF Supplemental Grant	**ELD/Intervention Teacher** 1xxx Cert. Salaries $32,756 3xxx Emp. Benefits $ 8,090 **Funding Source:** LCFF Supplemental Grant	**ELD/Intervention Teacher** 1xxx Cert. Salaries $32,756 3xxx Emp. Benefits $ 8,090 **Funding Source:** LCFF Supplemental Grant
		No Foster Youth at this time.					
		For redesignated fluent English proficient pupils (RFEP), the same services as described above will be provided.					

C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

The District is expected to receive $721,987 total LCFF funding of which approximately $23,934 is Supplemental Grant Funding for 2014-15. 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.

D. 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). 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). 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.

The District's Minimum Proportionality Percentage for unduplicated students in budget year 2014-15 is 3.43% . Harmony school district will meet this minimum proportionality percentage by providing the services listed in 3B and 3C: 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 3.43% 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.