

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

Introduction:

LEA: Harmony Union Elementary District **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 schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies,; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
January 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. There were no questions which required a written response.</p> <p>May 27, 2015: Public Hearing for LCAP and Budget</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>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>January 14, 2015: Site Council/Charter Advisory Board (SC/CAB) meeting.</p> <p>January 15, 2015: Parent/Community Informational Night regarding LCFF, LCAP, CCSS, and SMARTER Balanced.</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 through out the course of the year.</p> <p>Presentation of LCAP and LCFF to HUSD Parent Advisory Committee (SC/CAB). Approval of survey to send out to all staff and community members.</p> <p>Questions were raised at this meeting that required further clarity on HUSD LCFF funding, MPP amounts, and how this integrates with overall HUSD budget.</p>

<p>January-February: Input was gathered from parents, guardians, and community via website/electronic survey.</p>	
<p>January 29, 2015: Classified Staff Meeting, Survey Feedback</p>	<p>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.</p>
<p>February 5, 2015: Certificated Staff Meeting: Discussion around Annual Update and LCAP. Survey completed.</p>	<p>Provided numerous suggestions for Goal, Outcome, and Services and Actions revisions. See Annual Update in LCAP for revisions.</p>
<p>February 9, 2015: All surveys collected and data aggregated.</p>	<p>Surveys reflected the need for increased communication, clarity around district technology standards and implementation, focus and revision of PBL in LCAP.</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. Presentation of data from surveys concerning effectiveness of actions and services.</p>	<p>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.</p>
<p>February 26, 2015: Budget Committee Meeting, discussion on funding goals within LCAP.</p>	<p>Discussion around designating funds to LCAP goals.</p>
<p>March 9, 2015: Student Survey around Annual Update and LCAP goals.</p>	<p>Overall very positive feedback from students. Focus on student engagement next year.</p>
<p>March 12, 2015: Stakeholder Meeting, Annual Update and LCAP update on progress.</p>	<p>Reminder for continued Stakeholder engagement.</p>
<p>April 20, 2015, Draft of LCAP posted online and given to stakeholders to provide input.</p>	

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<p>GOAL 1:</p>	<p>District staff and teachers will work cooperatively to develop, promote and implement methods and lessons that meet different learning styles and needs of all students, including unduplicated students and students with exceptional needs, as they pursue their academic and social development.</p>	<p>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 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 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 Rtl 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, 0% articulation 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 for all students including unduplicated students and students with exceptional needs. 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>Need: Continue to increase parent involvement, including parents of unduplicated students and of students with exceptional needs. Baseline: 100% representation of parents of unduplicated students and students with exceptional needs on Parent Advisory Committees. Current engagement from parent stakeholders through survey participation is 3% Metrics: Committee Membership designations, parent surveys</p>	

Need: Maintain 100% progress in increased performance levels of EL students. 100% reclassification of eligible students showing progress in three of the four reclassification criteria over two years as required by the state.* (*This data will likely always be 0% for Harmony Elementary given the two year requirement. Most students reclassify in third grade, which falls under Salmon Creek Charter School data.*)
 Baseline: 100% progress in increased performance levels of EL students. 0% reclassification rate for TK-1st in 2014-2015
 Metrics: CELDT scores

API: Not Applicable
 Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks: Not Applicable
 The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher: Not Applicable
 The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness: Not Applicable

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

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<p>Using the Response to Intervention (Rtl) model 90% of classroom teachers and instructional assistants will supplement a reading fluency and comprehension program</p> <p>Maintain teacher misassignments at 0%.</p> <p>Continue to support/maintain 100% alignment to CCSS standards, including ELD standards.</p> <p>Teachers will work collaboratively to create District Reading Benchmarks and pilot the assessments in 50% of classrooms.</p> <p>25% Teachers to embed CCSS Language Standards into their writing programs.</p> <p>Maintain 100% progress in increased performance levels of EL students. Reclassify 100% of students with initial testing at intermediate or above.</p> <p>Maintain 100% representation on Advisory Committees: documented members; increase survey participation by 2%.</p>
--------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain High Quality Teaching Staff and provide intervention services for students with disabilities.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Certificated Staff 1000-1999: Certificated Personnel Salaries Base \$160,914

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Benefits 3000-3999: Employee Benefits Base \$53,606 Special Education Services: 6500 Base \$150,918
Classroom instructional assistants and paraprofessionals	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classroom Instructional assistants and paraprofessionals. 2000-2999: Classified Personnel Salaries Base \$64,634 Classified Benefits 3000-3999: Employee Benefits Base \$13,632
Time will be given on restructured days to work collaboratively to implement early literacy programs to support reading fluency and comprehension.	LEA	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	On-going professional development for existing teachers and additional support for new teachers. 1000-1999: Professional/Consulting Services And Operating Expenditures Base \$1,000
Supplemental Curriculum will be purchased to support the RtI program. DIBELS will continue to be used and DRAs will be developed to monitor the program.	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum materials for the RtI program and yearly assessment materials for DIBELS. 4000-4999: Books And Supplies Base \$10,000
Support staff will be trained to help support the RtI program.	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Support Staff Training RtI (In-house) No Cost

		(Specify)	
Professional development and curriculum will be provided to support continued alignment of CCSS.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contracted Services from outside agency for CCSS training and implementation. 5000-5999: Professional/Consulting Services And Operating Expenditures Base \$1500
Teachers will be given time to develop lessons to embed CCSS Language Standards into WBD or their writing units.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Release Time 1000-1999: Services and Other Operating Expenditures: Base \$600
Begin professional development around ELD frameworks	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PD around ELD Frameworks 5000-5999: Professional/Consulting Services And Operating Expenditures Base \$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.	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost

<p>Maintain Intervention Support Certificated Teacher</p>	<p>LEA</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$22,792 Certificated Benefits \$3,543.00</p>
<p>Academic Enrichment After School Program Provide CCSS aligned supplemental materials to support students and program</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Curriculum 4000-4999: Books And Supplies Supplemental \$100</p>
<p>Collaborate with ELD instructor to provide support to meet individual needs of ELs.</p>	<p>LEA</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELD Teacher 1000-1999: Certificated Personnel Salaries Base \$6,551 3000-3999: Employee Benefits Base: \$4903</p>
<p>Continue small groups in the afternoon to work with ELs.</p>	<p>LEA</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No Cost</p>
<p>Provide services as described above for all English proficient pupils (RFEP).</p>	<p>LEA</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>No Cost</p>

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

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

Using the Response to Intervention (Rtl) 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 Reading Benchmarks in 75% of classrooms.

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

Maintain 100% progress in increased performance levels of EL students. Reclassify 100% of students with initial testing at intermediate or above.

Maintain 100% representation on Advisory Committees: documented members; increase survey participation by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain High Quality Teaching Staff and provide intervention services for students with disabilities.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Staff 1000-1999: Certificated Personnel Salaries Base \$160,914 Certificated Benefits 3000-3999: Employee Benefits Base \$53,606 Special Education Services: 6500 Base \$150,918
Maintain classroom instructional assistants and paraprofessionals	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classroom Instructional assistants and paraprofessionals. 2000-2999: Classified Personnel Salaries Base \$64,634 Classified Benefits 3000-3999: Employee Benefits Base \$13,632

<p>Time will continue to be given on restructured days to work collaboratively to implement an early literacy programs to support reading fluency and comprehension.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>On-going professional development for existing teachers and additional support for new teachers. 1000-1999: Professional/Consulting Services And Operating Expenditures Base \$1,000</p>
<p>Supplemental Curriculum will be purchased to support the Rtl program. DIBELS and DRAs will be used to monitor the program.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Curriculum materials for the Rtl program and yearly assessment materials for DIBELS. 4000-4999: Books And Supplies Base \$10,000</p>
<p>Continue to provide support to staff concerning Rtl.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Support Staff Training Rtl (In-house) No Cost</p>
<p>Professional development and curriculum will be provided to support continued alignment of the CCSS.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Contracted Services from outside agency for CCSS training and implementation. 5000-5999: Professional/Consulting Services And Operating Expenditures Base \$1500</p>
<p>Teachers will be given time to develop lessons to embed CCSS Language Standards into WBD or their writing units.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Release Time 1000-1999: Services and Other Operating Expenditures: Base \$600</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue professional development around ELD instructional strategies.	LEA	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PD around ELD Frameworks 5000-5999: Professional/Consulting Services And Operating Expenditures Base \$500
Continue to 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.	LEA	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
Maintain Intervention Support Certificated Teacher	LEA	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$22,792 Certificated Benefits \$3,543.00
Continue to provide Academic Enrichment After School Program provide CCSS aligned supplemental materials to support students and program	LEA	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent	Curriculum 4000-4999: Books And Supplies Supplemental \$100

		English proficient _ Other Subgroups: (Specify)	
Continue to collaborate with ELD instructor to provide support to meet individual needs of ELs.	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)	ELD Teacher 1000-1999: Certificated Personnel Salaries Base \$6,551 3000-3999: Employee Benefits Base: \$4903
Continue small groups in the afternoon to work with ELs.	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
Continue to provide services as described above for all English proficient pupils (RFEP)	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
Maintain 100% representation of all students including unduplicated students and students with exceptional needs on Parent Advisory Committees (Site Council and Salmon Creek Charter Advisory Board)	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost

<p>Increase parent participation in surveys by 2% through community letters, Board Workshops, updated website information.</p>	<p>LEA</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No Cost</p>
--------------------------------------------------------------------------------------------------------------------------------	------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Using the Response to Intervention (Rtl) model classroom teachers and instructional assistants will continue to supplement a reading fluency and comprehension program</p> <p>Maintain teacher misassignments at 0%.</p> <p>Continue to support/maintain 100% alignment to CCSS standards, including ELD standards.</p> <p>Teachers will revise and assess effectiveness of District Reading Benchmarks.</p> <p>75% Teachers to embed CCSS Language Standards into their writing programs.</p> <p>Maintain 100% progress in increased performance levels of EL students. Reclassify 100% of students with initial testing at intermediate or above.</p> <p>Maintain 100% representation on Advisory Committees: documented members; increase survey participation by 2%.</p>
---------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Maintain high quality teaching staff and provide intervention services for students with disabilities.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Staff 1000-1999: Certificated Personnel Salaries Base \$160,914</p> <p>Certificated Benefits 3000-3999: Employee Benefits Base \$53,606</p> <p>Special Education Services: 6500 Base \$150,918</p>

<p>Maintain classroom instructional assistants and paraprofessionals</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classroom Instructional assistants and paraprofessionals. 2000-2999: Classified Personnel Salaries Base \$64,634 Classified Benefits 3000-3999: Employee Benefits Base \$13,632</p>
<p>Time will continue to be given on restructured days to work collaboratively to implement early literacy programs to support reading fluency and comprehension.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>On-going professional development for existing teachers and additional support for new teachers. 1000-1999: Professional/Consulting Services And Operating Expenditures Base \$1,000</p>
<p>Supplemental Curriculum will be purchased to support the RtI program. DIBELS and DRAs will continue to be used to monitor the program.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Curriculum materials for the RtI program and yearly assessment materials for DIBELS. 4000-4999: Books And Supplies Base \$10,000</p>
<p>Staff will continue to be trained to support the RtI program.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Support Staff Training RtI (In-house) No Cost</p>
<p>Professional development and curriculum will be provided to support continued alignment of CCSS.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Contracted Services from outside agency for CCSS training and implementation.</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Professional/Consulting Services And Operating Expenditures Base \$1500
Teachers will begin to assess progress of CCSS Language Standards as embedded in WBD or their writing units.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Release Time 1000-1999: Services and Other Operating Expenditures: Base \$600
Continue professional development around ELD instructional strategies.	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PD around ELD Frameworks 5000-5999: Professional/Consulting Services And Operating Expenditures Base \$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.	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Cost
Maintain Intervention Support Certificated Teacher	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$22,792 Certificated Benefits \$3,543.00

		English proficient _ Other Subgroups: (Specify)	
Continue to provide an Academic Enrichment After School Program: Provide CCSS aligned supplemental materials to support students and program.	LEA	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Curriculum 4000-4999: Books And Supplies Supplemental \$100
Continue to collaborate with ELD instructor to provide support to meet individual needs of ELs.	LEA	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teacher 1000-1999: Certificated Personnel Salaries Base \$6,551 3000-3999: Employee Benefits Base: \$4903
Continue small groups in the afternoon to work with ELs.	LEA	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
Continue to provide services as described above for all English proficient pupils (RFEP).	LEA	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost

<p>Maintain 100% representation of all students including unduplicated students and students with exceptional needs on Parent Advisory Committees (Site Council and Salmon Creek Charter Advisory Board)</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR:----- <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No Cost</p>
<p>Increase parent participation in surveys by 2% through community letters, Board Workshops, updated website information.</p>	<p>LEA</p>	<p><input type="checkbox"/> All OR:----- <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>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 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 -- COE only: 9 _ 10 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: LEA Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	<p>The technology committee will create a technology plan and 75% of classroom teachers will implement technology standards.</p> <p>Teachers and tech support will collaborate to integrate technology with PBL in 50% of classrooms.</p> <p>District will maintain in good standing with FIT survey.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continued support will be given to classroom teachers to integrate technology into the curriculum.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain Technology Specialist 2000-2999: Classified Personnel Salaries Base: \$10,299 3000-3999: Employee Benefits: Base: \$3,350

<p>Technology Specialist will provide support to teachers using adopted technology standards in their classroom.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Software and hardware to continue support and development of technology based instructional programs 4000-4999: Services And Other Operating Expenditures Base \$40,000</p>
<p>Library Tech will connect the library to classroom projects and themes and provide a collaborative space for students and staff.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain existing Library Technician to continue to provide library to classroom project support. 2000-2999: Classified Personnel Salaries Base \$4,380 3000-3999: Employee Benefits Base \$2,295</p>
<p>Technology Specialist will provide support to teachers in integrating technology into PBL.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>In-house training, release time 2000-2999: Services and Other Operating Expenditures Base: \$330</p>
<p>Maintain clean and safe school environment, in accordance with FIT survey.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funds to keep school in good repair 5000-5999 Base: \$12,601 Maintain existing custodial staff: 2000-2999: Classified Salaries Base: \$16,411 3000-3999: Employee Benefits Base: \$7,777</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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Maintain Technology Specialist 2000-2999: Classified Personnel Salaries Base: \$10,299 3000-3999: Employee Benefits: Base: \$3,350
Technology specialist will continue to provide support to teachers using adopted technology standards in their classroom.	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)	Software and hardware to continue support and development of technology based instructional programs 4000-4999: Services And Other Operating Expenditures Base \$40,000
Library tech will continue to connect the library to classroom projects and themes and provide a collaborative space for students and staff.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain existing Library Technician to continue to provide library to classroom project support. 2000-2999: Classified Personnel Salaries Base \$4,380 3000-3999: Employee Benefits Base \$2,295
Technology Specialist will continue to provide support to teachers in integrating technology into PBL.	LEA	<input checked="" type="checkbox"/> All OR:	In-house training, release time No Cost

		<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: \$330
Maintain clean and safe school environment, in accordance with FIT survey.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funds to keep school in good repair 5000-5999 Base: \$12,601 Maintain existing custodial staff: 2000-2999: Classified Salaries Base: \$16,411 3000-3999: Employee Benefits Base: \$7,777

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.
--------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continued support will be given to classroom teachers to integrate technology into the curriculum.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain Technology Specialist 2000-2999: Classified Personnel Salaries Base: \$10,299 3000-3999: Employee Benefits: Base: \$3,350
Technology specialist will continue to provide support to teachers using adopted technology standards in their classroom.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Software and hardware to continue support and development of technology based instructional programs 4000-4999: Services And Other Operating Expenditures Base \$40,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Library tech will continue to connect the library to classroom projects and themes and provide a collaborative space for students and staff.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain existing Library Technician to continue to provide library to classroom project support. 2000-2999: Classified Personnel Salaries Base \$4,380 <hr/> 3000-3999: Employee Benefits Base \$2,295
Technology specialist will continue to provide support to teachers in integrating technology into PBL.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	In-house training, release time 2000-2999: Services and Other Operating Expenditures Base: \$330
Maintain clean and safe school environment, in accordance with FIT survey.	LEA	<input checked="" type="checkbox"/> All OR:----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funds to keep school in good repair 5000-5999 Base: \$12,601 Maintain existing custodial staff: 2000-2999: Classified Salaries Base: \$16,411 3000-3999: Employee Benefits Base: \$7,777

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 TK-1st 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 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 Local : Specify
Identified Need :	<p>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</p> <p>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</p>		
Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	<p>Teachers will increase documented activities on the PBL matrix by 10%</p> <p>50% of all teachers will align their PBL program matrix to CCSS and NGSS when applicable.</p> <p>Teachers or PBL Consultant will continue to develop Stewardship and Field Studies Program, increasing participation by 10%.</p> <p>District will maintain 100% compliance with the Williams Act by providing access to all CCSS aligned instruction materials.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide time, professional development, and curricular materials to support the development of the place-based learning program, including articulation between grade-levels.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>On-going professional development for existing teachers and additional support for new teachers (BTSA if needed). 1000-1999: Services and Other Operating Expenses: Base: \$1500</p> <p>Release Time 1000-1999: Services and Other Operating Expenditures Base: \$600</p>
Hire a PBL Consultant to assist teachers in integrating PBL into their classrooms.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Hire a PBL Consultant 5000-5999: Professional/Consulting Services and Operating Expenses Base: \$4,301

		<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>	<p>LEA</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Fund/purchased supplies 4000-4999: Books and Supplies Base: \$1500</p>
<p>Update the Steward Plan, and facilitate implementation of two priority projects.</p>	<p>LEA</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 10%.
 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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	On-going professional development for existing teachers and additional support for new teachers (BTSA if needed). 1000-1999: Services and Other Operating Expenses: Base: \$1500 Release Time 1000-1999: Services and Other Operating Expenditures Base: \$600
Maintain a PBL Consultant to assist teachers in integrating PBL into their classroom.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hire a PBL Consultant 5000-5999: Professional/Consulting Services and Operating Expenses Base: \$4,301
Continue to purchase supplies to support program on an ongoing basis.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fund/purchased supplies 4000-4999: Books and Supplies Base: \$1500

On-going addition

Profess PBL an

Annual update the Steward Plan, and facilitate implementation of two more projects.	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)	No Cost
-------------------------------------------------------------------------------------	-----	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------

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 10%. District will maintain compliance with the Williams Act.
--------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide time, professional development, and curricular materials to support the development of the place-based learning program, including articulation between grade-levels.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	On-going professional development for existing teachers and additional support for new teachers (BTSA if needed). 1000-1999: Services and Other Operating Expenses: Base: \$1500 Release Time 1000-1999: Services and Other Operating Expenditures Base: \$600
Maintain a PBL Consultant to assist teacher in integrating PBL into their classroom.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hire a PBL Consultant 5800: Professional/Consulting Services and Operating Expenses Base: \$4,301

On-going addition
Profess
PBL an

<p>Continue to purchase supplies to support program on an ongoing basis.</p>	<p>LEA</p>	<p><u>X</u> All 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: \$1500</p>
<p>Annual update the Steward Plan, and facilitate implementation of two more projects.</p>	<p>LEA</p>	<p><u> </u> All OR:----- <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> 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 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 Local : Specify
Identified Need :	Need: To create a more active student lead climate on campus. With an emphasis in community service, service learning and cross-age tutoring/big and little buddies. Baseline Data: 1 Assembly/month; 100% participation by students and staff Metric: Articulated Big Buddy Classes, Healthy Kids Survey Need: Improve Average Daily Attendance (ADA) and Truancy rate Baseline Data:14.15% Truant/Tardy Metric: School Wise (School Information System, SIS) Need: 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		
Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: ALL	
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% Maintain 0% suspension and expulsion rates		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School Counselor will continue to implement programs and strategies that improve school climate and help improve student attendance.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	School Counselor Salary 1000-1999: Certificated Personnel Salaries Base \$12,069 3000-3999: Employee Benefits Base \$3,812

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Monthly school assemblies to focus on positive activities and acknowledgements of students' successes throughout the month (including positive attendance recognition).	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Assemblies 5000-5999: Services And Other Operating Expenditures Base \$2,500
LCAP Year 2: 2016-2017			
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% Maintain 0% suspension and expulsion rates		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School Counselor will continue to implement programs and strategies that improve school climate and help improve student attendance.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	School Counselor Salary 1000-1999: Certificated Personnel Salaries Base \$12,069 3000-3999: Employee Benefits Base \$3,812
Monthly school assemblies will continue to focus on positive activities and acknowledgements of students' successes throughout the month (including positive attendance recognition).	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Assemblies 5000-5999: Services And Other Operating Expenditures Base \$2,500

		English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2017-2018			
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% Maintain 0% suspension and expulsion rates		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School Counselor will continue to implement programs and strategies that improve school climate and help improve student attendance.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	School Counselor Salary 1000-1999: Certificated Personnel Salaries Base \$12,069 3000-3999: Employee Benefits Base \$3,812
Monthly school assemblies will continue to focus on positive activities and acknowledgements of students' successes throughout the month (including positive attendance recognition).	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Assemblies 5000-5999: Services And Other Operating Expenditures Base \$2,500

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 TK-1 program.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 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 TK-1, Farm to School program, implementation of Toolbox and social emotional strategies in grades TK-1 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 TK-1 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:	LEA	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	<p>Review, create and pilot nutrition/health curriculum in grades TK-1 (100% of staff)</p> <p>Create a Farm to School matrix, 100% completion</p> <p>Implementation of Toolbox program and social emotional strategies in grades TK-1 in 100% of classrooms</p> <p>Provide training of SPARK program for 100% of staff.</p> <p>Provide garden and cafeteria support to fully implement Farm to School program resulting in 100% implementation</p>		
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	<input checked="" type="checkbox"/> All OR:	Additional Curriculum 4000-4999: Books And Supplies Base \$1500

		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed. Continue to provide onsite Health Technician in order to maintain and support students' healthy lifestyle.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	<p>Health Technician 2000-2999: Classified Personnel Salaries Base \$17,546</p> <hr/> <p>Benefits 3000-3999: Employee Benefits Base \$9,200</p>
<p>Purchase educational materials or provide PD for implementing the farm to school program within the classroom setting.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	<p>Materials 4000-4999: Books And Supplies Base \$300</p> <hr/> <p>Professional Development (In-house)</p>
<p>Provide garden and cafeteria support, training, and/or PD to fully implement the garden program</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	<p>Supplies 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <hr/> <p>Garden Coordinator 2000-2999: Classified Personnel Salaries Base \$7,226</p> <hr/> <p>Benefits 3000-3999: Employee Benefits Base \$3,523</p> <hr/> <p>Cafeteria/Garden Liaison 2000-2999: Classified Personnel Salaries Base \$3,887</p> <hr/> <p>Benefits 3000-3999: Employee Benefits Base \$1,034</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

- Assess and revise nutrition/health curriculum in grades TK-1 in 100% of classrooms
- Reflect/Asses effectiveness a Farm to School matrix make changes as necessary
- Continue implementation of Toolbox program and social emotional strategies in grades TK-1 in 100% of classrooms
- Continue SPARK program in grades TK-1 in 100% of classrooms
- Provide garden and cafeteria support to fully implementing Farm to School program for 100% implementation

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to purchase curriculum or provide PD to support nutrition/health standards.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Additional Curriculum 4000-4999: Books And Supplies Base \$1500
Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed. Continue to provide onsite Health Technician in order to maintain and support students' healthy lifestyle.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Health Technician 2000-2999: Classified Personnel Salaries Base \$17,546 Benefits 3000-3999: Employee Benefits Base \$9,200
Continue to purchase educational materials or provide PD for implementing the farm to school program within the classroom setting.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials 4000-4999: Books And Supplies Base \$300 Professional Development (In-House)

		(Specify)	
Continue to provide garden and cafeteria support, training, and/or PD to fully implement the garden program	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 5000-5999: Services And Other Operating Expenditures Base \$5,000 Garden Coordinator 2000-2999: Classified Personnel Salaries Base \$7,226 Benefits 3000-3999: Employee Benefits Base \$3,523 Cafeteria/Garden Liaison 2000-2999: Classified Personnel Salaries Base \$3,887 Benefits 3000-3999: Employee Benefits Base \$1,034

LCAP Year 3:

Expected Annual Measurable Outcomes:	Assess and revise nutrition/health curriculum in grades TK-1 in 100% of classrooms Reflect/Asses effectiveness a Farm to School matrix, make changes as necessary Continue implementation of Toolbox program and social emotional strategies in grades TK-1 in 100% of classrooms Continue SPARK program in grades TK-1 in 100% of classrooms Provide garden and cafeteria support to fully implementing Farm to School program resulting in 100% implementation
--------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to purchase curriculum or provide PD to support nutrition/health standards.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Additional Curriculum 4000-4999: Books And Supplies Base \$1500
Conduct a yearly assessment of the District's Wellness Policy to insure current strategies are included and being followed. Continue to provide onsite Health Technician in order to maintain and support students' healthy lifestyle.	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Health Technician 2000-2999: Classified Personnel Salaries Base \$17,546 Benefits 3000-3999: Employee Benefits Base \$9,200

		English proficient _ Other Subgroups: (Specify)	
Purchase educational materials or provide PD for implementing the farm to school program within the classroom setting.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials 4000-4999: Books And Supplies Base \$300 Professional Development (In-house)
Provide garden and cafeteria support, training, and/or PD to fully implement the garden program	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies 5000-5999: Services And Other Operating Expenditures Base \$5,000 Garden Coordinator 2000-2999: Classified Personnel Salaries Base \$7,226 Benefits 3000-3999: Employee Benefits Base \$3,523 Cafeteria/Garden Liaison 2000-2999: Classified Personnel Salaries Base \$3,887 Benefits 3000-3999: Employee Benefits Base \$1,034

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 different learning styles and needs of students as they pursue their academic and social development.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 Local : Specify	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups:	ALL	
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 misassignments at 0%.</p> <p>100% of classroom teachers will have access to 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>Continue the low rate of suspensions.</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 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: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	

<p>Maintain High Quality Teaching Staff and provided intervention services for students with disabilities.</p>	<p>Maintain High Quality Teaching Staff and provide intervention services for students with disabilities. 1000-1999: Certificated Personnel Salaries Base 216,533</p> <p>Employee benefits 3000-3999: Employee Benefits Base 58,197</p>	<p>Maintained High Quality Teaching Staff and provided intervention services for students with disabilities. DIBELS reflects gains in student achievement around literacy.</p>	<p>Maintained High Quality Teaching Staff and provided intervention services for students with disabilities. 1000-1999: Certificated Personnel Salaries Base \$216,533</p> <p>3000-3999: Employee Benefits Base \$58,197</p>								
<table border="1"> <tr> <td data-bbox="86 363 233 435">Scope of Service</td> <td data-bbox="239 363 562 435">LEA</td> </tr> <tr> <td colspan="2" data-bbox="86 440 562 743"> <p><input checked="" 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> </td> </tr> </table>	Scope of Service	LEA	<p><input checked="" 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>			<table border="1"> <tr> <td data-bbox="1031 363 1178 435">Scope of Service</td> <td data-bbox="1184 363 1520 435">LEA</td> </tr> <tr> <td colspan="2" data-bbox="1031 440 1520 743"> <p><input checked="" 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> </td> </tr> </table>	Scope of Service	LEA	<p><input checked="" 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>		
Scope of Service	LEA										
<p><input checked="" 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>											
Scope of Service	LEA										
<p><input checked="" 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>Classroom instructional assistants and paraprofessionals</p>	<p>Classroom Instructional assistants and paraprofessionals. 2000-2999: Classified Personnel Salaries Base 68,810</p> <p>3000-3999: Employee Benefits Base 24,119</p>	<p>Classroom Instructional assistants and paraprofessionals. IAs and Paras allowed opportunity for differentiated instruction to meet the individual needs of all students, including unduplicated and special needs.</p>	<p>Classroom Instructional assistants and paraprofessionals. 2000-2999: Classified Personnel Salaries Base \$68,810</p> <p>3000-3999: Employee Benefits Base \$24,119</p>								
<table border="1"> <tr> <td data-bbox="86 959 233 1031">Scope of Service</td> <td data-bbox="239 959 562 1031">LEA</td> </tr> <tr> <td colspan="2" data-bbox="86 1036 562 1341"> <p><input checked="" 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> </td> </tr> </table>	Scope of Service	LEA	<p><input checked="" 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>			<table border="1"> <tr> <td data-bbox="1031 959 1178 1031">Scope of Service</td> <td data-bbox="1184 959 1520 1031">LEA</td> </tr> <tr> <td colspan="2" data-bbox="1031 1036 1520 1341"> <p><input checked="" 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> </td> </tr> </table>	Scope of Service	LEA	<p><input checked="" 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>		
Scope of Service	LEA										
<p><input checked="" 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>											
Scope of Service	LEA										
<p><input checked="" 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>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. 1000-1999: Certificated Personnel Salaries 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 some 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. 1000-1999: Certificated Personnel Salaries Base \$2,000</p>																																
<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	LEA	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	LEA	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA																																		
<input checked="" type="checkbox"/> All																																			
OR:																																			
<input type="checkbox"/> Low Income pupils																																			
<input type="checkbox"/> English Learners																																			
<input type="checkbox"/> Foster Youth																																			
<input type="checkbox"/> Redesignated fluent English proficient																																			
<input type="checkbox"/> Other Subgroups: (Specify)																																			
Scope of Service	LEA																																		
<input checked="" type="checkbox"/> All																																			
OR:																																			
<input type="checkbox"/> Low Income pupils																																			
<input type="checkbox"/> English Learners																																			
<input type="checkbox"/> Foster Youth																																			
<input type="checkbox"/> Redesignated fluent English proficient																																			
<input type="checkbox"/> Other Subgroups: (Specify)																																			
<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. The effect on students is still being assessed as this was our first year of implementation. 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 \$1,100</p>																																
<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	LEA	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	LEA	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA																																		
<input checked="" type="checkbox"/> All																																			
OR:																																			
<input type="checkbox"/> Low Income pupils																																			
<input type="checkbox"/> English Learners																																			
<input type="checkbox"/> Foster Youth																																			
<input type="checkbox"/> Redesignated fluent English proficient																																			
<input type="checkbox"/> Other Subgroups: (Specify)																																			
Scope of Service	LEA																																		
<input checked="" type="checkbox"/> All																																			
OR:																																			
<input type="checkbox"/> Low Income pupils																																			
<input type="checkbox"/> English Learners																																			
<input type="checkbox"/> Foster Youth																																			
<input type="checkbox"/> Redesignated fluent English proficient																																			
<input type="checkbox"/> Other Subgroups: (Specify)																																			

<p>Support staff will be trained to help support the RtI program.</p>	<p>Support Staff training 5900-5999: Professional/Consulting Services And Operating Expenditures Base 1,000</p>	<p>Support staff were provided ample training but the focus shifted from RtI 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 5900-5999: Professional/Consulting Services And Operating Expenditures Base \$1,000</p>												
<table border="1"> <tr> <td data-bbox="86 613 235 695">Scope of Service</td> <td data-bbox="235 613 562 695">LEA</td> </tr> <tr> <td colspan="2" data-bbox="86 695 562 760"> <input checked="" type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="86 760 562 1003"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA	<input checked="" type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 613 1180 695">Scope of Service</td> <td data-bbox="1180 613 1520 695">LEA</td> </tr> <tr> <td colspan="2" data-bbox="1031 695 1520 760"> <input checked="" type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="1031 760 1520 1003"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA	<input checked="" type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA														
<input checked="" type="checkbox"/> All															
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)															
Scope of Service	LEA														
<input checked="" type="checkbox"/> All															
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)															
<p>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</p>	<p>Contracted Services from outside agency for WBD and CCSS Training. 5000-5999: Services And Other Operating Expenditures Base 5,000 Release time for articulation and curriculum development. 1000-1999: Certificated Personnel Salaries 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 learning will support</p>	<p>Contracted Services from outside agency for WBD and CCSS Training. 5000-5999: Services And Other Operating Expenditures Base \$5,000 Release time for articulation and curriculum development. 1000-1999: Certificated Personnel Salaries Base \$5,000</p>												

		grammar development, which is the District goal around next year.	
Scope of Service	LEA		Scope of Service
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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 5,000	Contracted Services from outside agency for CCSS training and implementation. 5000-5999: Services And Other Operating Expenditures Base \$5,000
Scope of Service	LEA		Scope of Service
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
All teachers will be supported to transition and fully implement CCSS.			All teachers were supported to transition and fully implement CCSS.
Scope of Service	LEA		Scope of Service
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>									
<p>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 during the instructional day Intervention Support Certificated Teacher</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 existing testing. Curriculum Materials 4000-4999: Books And Supplies Base 2,000</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. No data is available for this action. Maintained an Intervention Support Certificated Teacher</p>	<p>An afterschool Academic Enrichment Class is offered to all students. Intervention is provided for extra support in English, Language Arts and Mathematics based on data from local assessments and teacher input and existing testing. Curriculum Materials 4000-4999: Books And Supplies Base \$1500</p>								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Scope of Service</td> <td style="text-align: center;">LEA</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black;"> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Scope of Service</td> <td style="text-align: center;">LEA</td> </tr> <tr> <td colspan="2" style="border-top: 1px dashed black;"> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA										
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	LEA										
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
<p>Academic Enrichment After School Program Provide CCSS aligned supplemental materials to support students and program</p>	<p>Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental 16,565 3000-3999: Employee Benefits Supplemental 4,965 Teacher Salary 2000-2999: Classified Personnel Salaries Supplemental 1,538 3000-3999: Employee Benefits Supplemental 461</p>	<p>Academic Enrichment After School Program Provided CCSS aligned supplemental materials to support students and program. No data currently available.</p>	<p>Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$16,565 3000-3999: Employee Benefits Supplemental \$4,965 Teacher Salary 2000-2999: Classified Personnel Salaries Supplemental \$1432 3000-3999: Employee Benefits Supplemental \$552</p>								

		Curriculum Materials 4000-4999: Books And Supplies Supplemental 5,000			Curriculum Materials 4000-4999: Books And Supplies Supplemental \$10000
Scope of Service	LEA		Scope of Service	LEA	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Collaborate with ELD instructor to align articulated program supporting needs of English Learners.		ELD/Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental 32,756 3000-3999: Employee Benefits Supplemental 8,090	Continual progress in collaborating with ELD instructor to align articulated program supporting needs of English Learners based on individual needs due to low student population. Instructional support is provided in small groups. This year no students were reclassified. In part because the school is TK-1. There are only three ELD students and many of them are in their first year at the school. Progress will be monitored and documented next year.		ELD/Intervention Teacher: Part of this salary falls under Salmon Creek Charter. The below information is correct specific to Harmony Elementary 1000-1999: Certificated Personnel Salaries Supplemental \$22974 3000-3999: Employee Benefits Supplemental \$5721
Scope of Service	LEA		Scope of Service	LEA	
_ All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			_ All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
No Foster Youth at this time.					
Scope of Service	LEA		Scope of Service	LEA	

<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)									
For redesignated fluent English proficient pupils (RFEP), the same services as described above will be provided.		Students that need additional support participate in the services mentioned. Services are available to everyone.	No Cost								
<table border="1"> <tr> <th data-bbox="86 570 235 646">Scope of Service</th> <th data-bbox="235 570 562 646">LEA</th> </tr> <tr> <td colspan="2" data-bbox="86 646 562 711"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <th data-bbox="1031 570 1180 646">Scope of Service</th> <th data-bbox="1180 570 1520 646">LEA</th> </tr> <tr> <td colspan="2" data-bbox="1031 646 1520 711"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA										
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	LEA										
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>In every goal, from stakeholder feedback, it became apparent that there needs to be increased communication throughout the year surrounding actions and services. Administration will work collaboratively over the summer to create a plan for LCAP check-ins, discussions with stakeholders, and progress reviews, over the course of the year. It also became clear that with the new requirements around required metrics and data, the District must make some shifts in data analysis surrounding student performance.</p> <p>The focus of Goal one last year centered on CCSS implementation and aligned material. All of the actions and services around this Goal were fulfilled and exceeded the district's designated timeline. All staff have received significant training in CCSS and are using CCSS aligned materials. Rtl is in the first year of full implementation. For this program to be effective the District needs to provide additional staff training. While assessments are being given, there is a need to establish a system for overarching data analysis including the "now what" once analysis is in place.</p> <p>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." 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</p>										

comprehension" will be changed to address early literacy. Rtl was too narrow a focus, Early Literacy more accurately reflects district goals based on stakeholder feedback.

- 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: "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:	All students will be educated in a school climate that is clean, safe, drug-free and conducive to learning.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools:	LEA		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	Continue the low rate of suspensions.		Actual Annual Measurable Outcomes:	Maintained a 0% expulsion rate.
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Complete routine maintenance and repairs. Daily cleanliness will prevail.		ARK funding for assemblies and social skills programs. 5000-5999: Services And Other Operating Expenditures Base 5,000	Completed routine maintenance and repairs. Daily cleanliness prevailed. This will no longer be a separate action/service. This goal is embedded with reference to the FIT survey.	
Scope of Service	LEA		Scope of Service	LEA
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Instruction on personal feelings, drug free awareness, and eradication of bullying			Provided instruction on personal feelings, drug free awareness, and eradication of bullying. Students are being equipped with the means to deal with conflict using their words. Teachers have found this an effective	

		tool in dealing with conflicts in the classroom. This action/service will be embedded with reference to Toolbox.		
Scope of Service	LEA		Scope of Service	LEA
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>In every goal, from stakeholder feedback, it became apparent that there needs to be increased communication throughout the year surrounding actions and services. Administration will work collaboratively over the summer to create a plan for LCAP check-ins, discussions with stakeholders, and progress reviews, over the course of the year. It also became clear that with the new requirements around required metrics and data, the District MUST make some shifts in data analysis surrounding student performance.</p> <p>The focus of Goal 2 was centered on facilities and anti-bullying measures. The District has maintained a rating of "Good" with the FIT survey. Stakeholder surveys reflect a 90% approval of the cleanliness and maintenance of the facilities. The instruction around anti-bullying, drug free awareness, and personal feelings has proven effective as noted in the 0% suspension/expulsion rate as well as the low number of incidentals surrounding student behavior.</p> <p>To better align with the overall goals of the district and with Salmon Creek's LCAP, this goal will be removed from the Harmony LCAP and embedded within Goal #5 of next year's LCAP. This was approved by all stakeholders.</p> <p>The Expected Annual Measurable Outcomes: Continue the low rate of suspension was removed as it was already listed in Goal #1</p> <p>To better align with the overall goals of the district, the actions and services related to technology will be moved to the updated Goal #2 of next year's LCAP with the following changes:</p> <p>1) "Complete routine maintenance and repairs. Daily cleanliness will prevail." will be removed and embedded under FIT actions/services.</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 will refine access and appropriate use of technology in support of student learning at all grade levels.		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:	LEA		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	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.		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: 2014-2015				
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 8,900 3000-3999: Employee Benefits Base 2,877	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.	
Scope of Service	LEA		Scope of Service	LEA
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
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.		Maintain existing Library Technician to continue to provide library to classroom project support. 2000-2999: Classified Personnel Salaries Base 4,381 3000-3999: Employee Benefits Base 2,163 Software and hardware to continue support and development of technology based instructional programs 4000-4999: Books And Supplies Base 600 4000-4999: Books And Supplies Base 20,000 2000-2999: Classified Personnel Salaries Base 15,434 3000-3999: Employee Benefits Base 7,325	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 21 st 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.
Maintained existing Library Technician to continue to provide library to classroom project support. 2000-2999: Classified Personnel Salaries Base \$4,381 3000-3999: Employee Benefits Base \$4963 Software and hardware to continue support and development of technology based instructional programs 4000-4999: Books And Supplies Base\$ 600 4000-4999: Books And Supplies Base \$20,000 2000-2999: Classified Personnel Salaries Base \$15,434 3000-3999: Employee Benefits Base \$7,325			
Scope of Service	LEA	Scope of Service	LEA
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		In every goal, from stakeholder feedback, it became apparent that there needs to be increased communication throughout the year surrounding actions and services. Administration will work collaboratively over the summer to create a plan for LCAP check-ins, discussions with stakeholders, and progress reviews, over the course of the year. It also became clear that with the new requirements around required metrics and data, the District must make some shifts in data analysis surrounding student performance. The District completed the technology plan and has implemented instruction in 50% of classrooms. Through this process, it was clarified that the Technology Specialist is on staff to provide support to teachers, not to specifically teach a technology class. Teachers are working ardently to embed and incorporate more technology into the classroom when possible.	

Since Goal #2 will be removed this will become Goal #2 in next year's LCAP. The wording has been revised to align with district goals and to align with Salmon Creek's LCAP: Goal #2: 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.

Changes to Actions/Services:

1) Technology specialist will provide support to teachers, teachers will provide instruction to students, as clarified through discussion with stakeholders.

Changes to Budget expenditures

1) Classified Salary and benefits, \$15,434 and \$7,325 as noted under "software and hardware to continue support and development of technology based instructional programs" was an error and should be reflected under Goal 6 of this current LCAP and next year's Goal 2.

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, teachers and community volunteers will work to more fully develop the district's TK-1 place-based curriculum.		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:	LEA			
	Applicable Pupil Subgroups:	ALL			
Expected Annual Measurable Outcomes:	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		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 Williams Act	
LCAP Year: 2014-2015					
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 Professional Development and support for implementation of PBL and alignment to CCSS for staff. 5900-5999: Professional/Consulting Services And Operating Expenditures Base 5,000	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 provided for implementation of PBL and alignment to CCSS for staff. 5900-5999: Professional/Consulting Services And Operating Expenditures Base \$5,000		
Scope of Service	LEA			Scope of Service	
<input checked="" type="checkbox"/> All				<input checked="" type="checkbox"/> All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English				OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>In every goal, from stakeholder feedback, it became apparent that there needs to be increased communication throughout the year surrounding actions and services. Administration will work collaboratively over the summer to create a plan for LCAP check-ins, discussions with stakeholders, and progress reviews, over the course of the year. It also became clear that with the new requirements around required metrics and data, the District must make some shifts in data analysis surrounding student performance.</p> <p>Goal 4 centered on Placed Based Learning. The PBL matrix was completed. It provided a guide to each gradelevel for PBL instruction as well as a “whole school” picture around instruction and curriculum progression through gradelevels. With this in place, the District will begin to align PBL to NGSS (as well as all other relevant CCSS standards) whenever it is applicable. Through discussion and stakeholder feedback it became clear that while there has been significant movement and progress around PBL, additional support is needed, including a PBL Consultant. Students are actively engaged in PBL instruction and is evidenced in the completion of many onsite projects.</p> <p>Goal #4 will become Goal #3 next year. Wording will change slightly to align to district goals and Salmon Creek’s LCAP: Goal #3: 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.</p> <p>District objective for a PBL curriculum matrix was met, focus will shift from Foss to NGSS and CCSS as suggested through stakeholder feedback and in alignment with the 8 state priorities.</p> <p>Based on feedback from surveys and meetings, we will add more actions and services to this goal in the 2015-2016 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.

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 work to provide programs in support of student learning and that promote responsible citizenship, creativity and individual leadership.	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:	LEA	
Expected Annual Measurable Outcomes:	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%.	Actual Annual Measurable Outcomes:	All classrooms have assigned Big Buddy classes. ADA increased by 2%; student truancy decreased by Attendance rate is 95%
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
School Counselor will help implement programs and strategies that improve school climate and help improve student attendance.	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.	Explore programs that focus on positive school climate (research Safe Schools Ambassadors and Restorative Justice). Administered our own student survey. No Cost
Scope of Service	LEA	Scope of Service	LEA
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<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). 1000-1999: Certificated Personnel Salaries Base 10,000</p> <p>School Counselor 1000-1999: Certificated Personnel Salaries Base 11,572</p> <p>3000-3999: Employee Benefits Base 3,428</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>Added to the monthly calendar assemblies to focus on positive school activities (assembly's coordinator). District used existing staff to cover these responsibilities and were able to fund this program for much less. 1000-1999: Certificated Personnel Salaries Base \$500</p> <p>School Counselor 1000-1999: Certificated Personnel Salaries Base \$11,572</p> <p>3000-3999: Employee Benefits Base \$3,428</p>												
<table border="1"> <tr> <td data-bbox="86 553 235 630">Scope of Service</td> <td data-bbox="235 553 562 630">LEA</td> </tr> <tr> <td colspan="2" data-bbox="86 630 562 695"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="86 695 562 938"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA	<input checked="" type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 553 1180 630">Scope of Service</td> <td data-bbox="1180 553 1520 630">LEA</td> </tr> <tr> <td colspan="2" data-bbox="1031 630 1520 695"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2" data-bbox="1031 695 1520 938"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA	<input checked="" type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA														
<input checked="" type="checkbox"/> All															
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)															
Scope of Service	LEA														
<input checked="" type="checkbox"/> All															
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)															
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In every goal, from stakeholder feedback, it became apparent that there needs to be increased communication throughout the year surrounding actions and services. Administration will work collaboratively over the summer to create a plan for LCAP check-ins, discussions with stakeholders, and progress reviews, over the course of the year. It also became clear that with the new requirements around required metrics and data, the District must make some shifts in data analysis surrounding student performance.</p> <p>Goal 5 focused on school culture. The idea was if the district increased positive activities and acknowledgement of students' positive behavior throughout the year, tardies and absences would decrease. This proved to be effective with a 14% decrease in tardies and a continued ADA rate of above 95%.</p> <p>This goal will become Goal #4 in next year's LCAP. Wording was changed slightly to reflect district goals and to align with Salmon Creek's LCAP: 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. District moved items under "Budgeted Expenditures" over to the "Actions and Services" section.</p> <p>Changes in the Budgeted Expenditures: 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 6 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-1 program.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools:	LEA		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	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		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.
LCAP Year: 2014-2015				
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	
Scope of Service	LEA		Scope of Service	LEA
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
OR:			OR:	
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> 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.</p> <p>Garden Coordinator 2000-2999: Classified Personnel Salaries Base 8,099</p> <p>3000-3999: Employee Benefits Base 3,608</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 and supplies purchased for implementation of the Farm to School program within the classroom setting. 4000-4999: Books And Supplies Base \$3400</p> <p>Garden and cafeteria support and training to fully implement the garden program.</p> <p>Garden Coordinator: budget was slightly overestimated. 2000-2999: Classified Personnel Salaries Base \$7,436.05</p> <p>3000-3999: Employee Benefits \$3,040.25</p>								
<table border="1"> <tr> <th data-bbox="86 592 235 669">Scope of Service</th> <th data-bbox="235 592 562 669">LEA</th> </tr> <tr> <td data-bbox="86 669 235 982"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> <td data-bbox="235 669 562 982"></td> </tr> </table>	Scope of Service	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <th data-bbox="1031 592 1180 669">Scope of Service</th> <th data-bbox="1180 592 1520 669">LEA</th> </tr> <tr> <td data-bbox="1031 669 1180 982"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> <td data-bbox="1180 669 1520 982"></td> </tr> </table>	Scope of Service	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	LEA										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In every goal, from stakeholder feedback, it became apparent that there needs to be increased communication throughout the year surrounding actions and services. Administration will work collaboratively over the summer to create a plan for LCAP check-ins, discussions with stakeholders, and progress reviews, over the course of the year. It also became clear that with the new requirements around required metrics and data, the District must make some shifts in data analysis surrounding student performance.</p> <p>Wellness 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. Farm to School is in 80% implementation and will be fully implemented next year. Students are active participants in the Garden providing hands on learning in science, math, and English. They also see the fruits of their labor (literally) prepared in the cafeteria and served at lunch. This experience provides a real world application to all subject areas.</p> <p>This Goal will become goal number 5 next year and will include social/emotional health.</p> <p>Changes in Expected Annual Measurable Outcomes: 1) "Provide garden and cafeteria support to fully implement Farm to School program" was moved to this section from Goal 2.</p> <p>Actions/Services. Changes in Budgeted Expenditures:</p>										

- | | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ol style="list-style-type: none">1) A few items from this section were moved to Actions/Services.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. |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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:	\$22,792
The District is expected to receive \$675,584 total LCFF funding of which approximately \$22,792 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.

3.49	%
The District’s Minimum Proportionality Percentage for unduplicated students in budget year 2015-2016 is 3.49% . 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 3.49% MPP in increased or improved services to the unduplicated students.	
This LCAP was built based on an LCFF calculation that used a 32.19% gap percentage for 2015-2016 and generated Supplemental/Concentration grant funding of \$22,792 and an MPP% of 3.49%. Section 2 of the LCAP details the specific goals and actions that meet the needs of students as well as the increased or improved services for unduplicated count pupils that is proportional to the 3.49% MPP percentage.	
However, recently the May Revise Proposal note a gap percentage of 53.08% for 2015-2016. Using the 53.08% gap percentage generate Supplemental/Concentration grant funding of \$26,335 and an MPP percentage of 4.04%. This represents \$3,543 in additional Supplemental/Concentration grant funding and an increase of .55% in MPP percentage. The aforementioned increase in funding and MPP% will be shared with the district’s stakeholders during the 2015-2016 school year when communicating the annual updates to the LCAP.	

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.