

Introduction:

LEA: Happy Valley Elementary School District **Contact (Name, Title, Email, Phone Number):** Michelle McKinny, Superintendent, mmckinny@santacruz.k12.ca.us, 831-429-1456
LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Happy Valley School District, established in 1864, is a single school, Basic Aid district with a well established history of community and parent involvement. The Local Control and Accountability Plan fits into this small school culture as stakeholder input both valued and appreciated. The Board, School Site Council, Parent Club and staff routinely have open meeting discussions regarding student achievement, common core implementation, and alignment of spending priorities.

With a current enrollment of 135, Happy Valley School District is a CA Distinguished School with an Academic Performance Index of 935. All required metrics outlined by the Legislative Analyst Office(LAO) has been included with the exception of those listed that do not apply to our K-6 district: Advanced Placement scores, English Learner Proficiency/Reclassification Rates. Career and Technical Ed (CTE) preparation, Early Assessment Program (EAP)scores, Middle or High School dropout rates, and High School graduation rates. In addition, there are no statistically significant Racial/Ethnic subgroups, Foster Youth or English Learners attending school in our district. In 2013-2014, 9 goals were implemented to meet the needs of all students including Special Education students with identified learning targets on their Individualized Educational Plans. (IEP). In 2014-2015, the LCAP has been monitored by all stakeholders.

The School Site Council, comprised of certificated staff, administration and parents served as the LCAP Advisory team responsible for the incorporating stakeholder input into the final draft. The parent survey was streamlined and aligned to this plan to assist in gaining important information. The Local Control and Accountability Public Hearing and approval are scheduled to take place on June 17 and 24 2015 respectively.

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
<p>Happy Valley School District is a single school district with a well established history of community involvement and engagement. Stakeholder input is valued and appreciated. This input is so appreciated, it was a signature practice in the CA Distinguished School application process. This is an ideal match for the Local Control and Accountability engagement process. The Board routinely engages in open meeting discussion centered on student achievement, goal setting, and alignment of spending priorities. The following groups have also engaged in this meaningful discussion and development of</p>	<p>The involvement of all the stakeholders at all levels of the organization has resulted in a document that captures our current successes as well as an opportunity to target further growth. As a high performing school with an outstanding API of 945, we have been able to sustain our growth as well as to augment our programs where needed. This has been largely due to the parent donation of instructional aides, computer lab and art and music program.</p>

the HVS LCAP.

Board Discussions and Study Sessions.

LCAP planning and development was reviewed at several board meetings during the 2014-2015 school year. This included the review of the LCFF legislative changes, eight priority areas outlined in the LCAP, integration of the existing LEA plan and a public hearing and final report due on June 17 and June 24, 2015.

School Site Council.

With a balanced group of staff and parents, this has been our writing team for LCAP goals and related activities. At the monthly School Site Council meetings, the site council parent and staff members were given definitions of the new funding sources, and examples of the new LCAP. Feedback from the essential questions generously provided by the County Office of Education helped in setting our goals. This discussion and planning became the center of our progress. Administration relied on this venue to develop and review draft language for the plan. New in the 2014-2015 school year is the revised parent survey. This new plan clearly aligns with the goals of the LCAP.

Parent Club.

HVS continues to benefit greatly from the role of the Parent Club and the incredible fundraising efforts. Without the efforts and successful fundraising of the parent club, the school district would only have a Superintendent/Principal, 7 teachers, and two part time front office staff. The Parent club raises enough money each year to fund six 3.75 hour instructional aides, .4FTE credential art and music teacher and a 3.75 hour computer technician. Priorities of these programs are vetted through the yearly staff and parent survey

Staff Meetings

. The staff meetings throughout the year has been to update and consult with the staff the LCAP, LCFF requirements and timelines. The certificated staff has served on multiple committees and have contributed to the process throughout the year.

Small School District Collaborative.

In addition to the regular staff meetings, the teachers from all four small single

Board level discussions have assisted staff in prioritizing local feedback and sorting through stakeholder feedback to align our spending plan through the LCAP process.

With the School Site Council, parent and staff members working side by side with administration, the feedback from the essential questions and the ongoing goal setting, the LCAP is being woven together much as the LEA plan. This plan is reflective of the ongoing conversations about what is needed at our school and district level as well as how we can improve services to our ELL and socioeconomically disadvantaged students.

The Parent Club has had opportunities to revisit their spending priorities within the context of the LCAP development. The focus is on Course Access through sustaining art and music, computer lab and Academic Achievement throughout the instructional aides.

The certificated staff has been regularly updated and consulted through the LCAP development process. Given the demands on their time and the potential for redundancy, efforts have been made to streamline communications and process for them. Staff is to be commended on their involvement and engagement in the LCAP planning and goal setting.

Teachers drafted suggested goal language in grade level teams and submitted these recommendations to administration as part of the LCAP planning process

school districts in the county had the opportunity to draft goals in the state priority areas at shared professional development days on November 10, 2014 and March 20, 2015. The staff spent one full day in the two professional development days in the development of goals, activities and priorities for the 2014-2015 school year.

Annual Parent Survey.

Every spring the Parents are given a survey to complete regarding access to core curriculum, safety on campus, communication and priorities for their children with regards to instructional aides, art and music and computer lab.

Annual Student Survey.

Students are given a student survey regarding academics, safety and facilities each spring in grades 3-6

embedding into a Professional Development Day agenda. Their feedback was reviewed and many of their recommendations were included in the LCAP goals for HVS and the other single school districts who participated in the process.

Survey results from the last four years provided excellent trend data to capture parent priorities in the LCAP development. It also provides the school district information regarding priorities regarding instructional aides, art and music and computer lab all of which are funded by parent club each year.

Survey results provide excellent data regarding student views on these issues. 90% of students report feeling safe at school, feel their teacher listens to them and that they give their personal best with regards to academics.

Annual Update:

The Happy Valley School community has actively and collaboratively worked on implementing the goals of the LCAP. This process involved the review of student attendance rates, discipline data, student performance data that was collected from the report cards and benchmark assessments, and parent survey data both past and current. These updates and development process occurred at Staff meetings, School Site Council meetings, Parent Club meetings and monthly board meetings. The staff also participated in two professional development days with the other small school districts and one professional development day spent analyzing data school wide. updates of the board at monthly board meetings. In the 2014-2015 school year, the Parent Survey was revised to align with this plan. With the implementation of Common Core and the LCAP, the different stakeholders felt the need for continued information regarding the new curriculums and what common core looks like in the classrooms. Our parent survey reported only 75% of our parents felt the common core questions and concerns have been adequately addressed, so that will be a goal for us to improve in the 15/16 school year. Last year, the parent survey reported only a 78% satisfaction rate with our outdated report card. This year, the parents were 93% satisfied with our new aligned report card.

Annual Update:

This year, the Happy Valley School Site Council revised the Parent Survey to align with the LCAP. A subcommittee was formed and the new survey has been approved by the Site Council on March 7, 2015. Results have been disseminated and will be shared at the June School Site Council and Board meetings. Results of the parent survey will be imbedded in the LCAP plan for next year. Over the course of the 14/15 school year, a careful analysis of expenditures has been taking place with the fiscal analyst from the county office of education and the school district to ensure accuracy of actual costs in each goal area.

The hiring of experienced and qualified teachers has been a goal that has been

easily met. Because of the unique small school setting, the HVS district has over 100 applicants for each job opening. The last certificated hires were in 13/14 and all of the new teachers have been exemplary. The Common Core standards are continuing to be implemented through Engage NY, Triumph online while still investigating the best curriculum for this setting.

The Prop.39 energy plan has just been approved by the CEC and new lighting, heating and solar will be installed over the summer. A considerable amount of time has been spent on CC Professional Development during the 14/15 year to be continued in the 15/16 with an increase of vertical articulation and alignment of K-6 math and ELA. Students have access to all of the subjects offered at HVS which includes ELA, Math, Science, PE, Health, Computer Lab, Art and Music. The purchase of 30 chrome books with an additional 30 more to be purchased after July 1 will enable more integrated technology in the classrooms.

The staff at HVS uses multiple measures of assessments during the year. This year, two writing assessments were accomplished, yet three was the goal. Staff met to compare progress and to make recommendations for students who are not making progress. Math assessments from Triumph online and Engage NY were utilized this year.

Third through 6th grade students utilized Mindfulness techniques and listened to classical music in the morning to start their day. Conflict resolution was not formally implemented although HVS utilizes many of the practices. Next year, a formalized conflict resolution training is scheduled as well as a school wide training in Mindfulness with the staff through a countywide grant currently being written.

Parents continued to be volunteers in the classrooms, run fundraisers, and participate in the SSC and as Board members. This year to date, 693 volunteers have signed in to assist in classrooms or life lab. This number represents about 5-6 volunteers as day. New this year was the parent big buddy program which matching new or kindergarten parents with upper grade parents. Also new this year was a Parent Club handbook and a commitment letter given to all parents.

This year, HVS decreased the number of chronic absences from 7 to 5. Also, an incentive program for good attendance was instituted this year.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Fully credentialed teachers will have first priority in the hiring process and when hired, will attend ongoing professional development opportunities to ensure continued learning and professionalism.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Identified Need :	Conditions of Learning--Highly Qualified Staff--Maintain current status of fully credentialed teachers		
Goal Applies to:	Schools: Happy Valley		
Applicable Pupil Subgroups:	Schoolwide--No numerically significant subgroups		
LCAP Year 1: 2015/2016			
Expected Annual Measurable Outcomes:	An analysis of the new staff and retention of existing staff will be conducted to evaluate the efficiency of the selection process and outcomes. It is expected that 100% of the new hires will be permanent probationary teachers after 3 years. 100% of the new and existing staff will attend at least one training per year offered at the SC County office of education.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
During the 2015-2016 school year, all new teachers will be formally and informally observed. Teachers who have been employed at HVS for more than 2 years are on a evaluation cycle. Professional development opportunities through the County Office of Education will be attended as appropriate trainings are scheduled. All returning teachers will have positive evaluations.	All-- Single school district	<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)	01-0000-0-1110-1000-1100-200-2801 1000-1999: Certificated Personnel Salaries Base \$598,012
During the 2014-2015 year, a team from Happy Valley worked with the Foster Youth Liason and Goalbook to assist a student who is in Foster care. This way, all stakeholders were involved in this student's care and success. It is expected to continue in the 2015-2016. 100% of all foster youth will be served in this manner in the 2015/2015 school year.	All- Single school district	<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)	01-0000-0-1110-1000-1100-200-2801 0001-0999: Unrestricted: Locally Defined Supplemental \$200 Other
A retired teacher has been hired to work with the EL students. She meets regularly with the staff to ensure	All- Single	<input type="checkbox"/> All OR:	01-0000-0-1110-1000-1100-200-2801 0001-0999: Unrestricted: Locally Defined Supplemental \$450.00

<p>the students are being served and their language needs are met. Rosetta Stone English program for K-6 was purchased for our EL students to utilize in the computer lab. 100% of our students will be served in this manner in the 2015/2016 school year.</p>	<p>school district</p>	<p><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>	
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LCAP Year 2: 2016/2017

<p>Expected Annual Measurable Outcomes:</p>	<p>An analysis of the new staff and retention of existing staff will be conducted to evaluate the efficiency of the selection process and outcomes. It is expected that 100% of the new hires will be permanent probationary teachers after 3 years. 100% of the new and existing staff will attend at least one training per year offered at the SC County office of education.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>During the 2016-2017 school year, all new teachers will be formally and informally observed. Teachers who have been employed at HVS for more than 2 years are on a evaluation cycle. Professional development opportunities through the County Office of Education will be attended as appropriate trainings are scheduled. All returning teachers will have positive evaluations.</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>01-0000-0-1110-1000-1100-200-2801 1000-1999: Certificated Personnel Salaries Base \$597,485.12</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>An analysis of the new staff and retention of existing staff will be conducted to evaluate the efficiency of the selection process and outcomes. It is expected that 100% of the new hires will be permanent probationary teachers after 3 years. 100% of the new and existing staff will attend at least one training per year offered at the SC County office of education.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>During the 2017-2018 school year, all new teachers will be formally and informally observed. Teachers who have been employed at HVS for more than 2 years are on a evaluation cycle. Professional development opportunities through the County Office of Education will be attended as appropriate trainings are scheduled. All returning teachers will have positive evaluations.</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>01-0000-0-1110-1000-1100-200-2801 1000-1999: Certificated Personnel Salaries Base \$618,242</p>

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

GOAL 2:	The CA Common Core Standards continue to be implemented through the Georgia State standards, NY Engage and other programs that are being used in the classrooms while researching other state implemented curriculums. Triumph Online will be considered again as a supplemental curriculum. In addition, staff will work closely with administration to align K-6 ELA and Math curriculum.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	All students will continue to have access to standards aligned instructional materials. In 02015/2016, the staff will continue to implement CC math and ELA curriculum in every classroom.
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Goal Applies to:	Schools: Happy Valley School
Applicable Pupil Subgroups:	Schoolwide--No numerically significant subgroups

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:	HVS continue to investigate options for Common Core math curriculum adoption. Engage NY and Eureka Math are two programs that are being implemented and evaluated. The ELA standards and curriculum will be implemented by utilizing past text book adoptions, Lucy Calkins, Step up to Writing, non fiction books and Triumph Online. 100% of the teachers will use Engage NY for Math. Twice a month meetings with the staff will determine the validity and usefulness of the program. In addition, teachers on observation cycle will be observed using the Engage NY curriculum in their class.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
During the 2015-2016 school year, the staff and administration of HVS with the cooperation of the other small school districts will continue to implement both math and ELA curriculum. All Professional Development days will be focused on the implementation and alignment of K-6 math and ELA. 100% of the staff will participate in these PD days.	ALL-- Single School District	<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)	01-1100-0-1110-1000-4300-200-3000 4000-4999: Books And Supplies Base \$3000 01-0855-0-1401-1000-1100-200-0000 1000-1999: Certificated Personnel Salaries Base \$4200
Staff will meet twice a month and continue to align ELA and Math curriculum through vertical articulation. 100% of the teachers will participate and give feedback.	All- Single School District	<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)	Staff meetings included in salary..no extra cost 1000-1999: Certificated Personnel Salaries Base \$0

<p>Delineated services are in place to support EL, IFEP, RFEP, Foster Youth or Low Income Pupils. These students will receive priority access to programs and services as needed. Rosetta Stone Curriculum will be purchased.</p>	<p>All- Single School District</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>01-0000-0-1110-1000-4200-200-2801 4000-4999: Books And Supplies Supplemental \$250</p>
<p>LCAP Year 2: 2016/2017</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>HVS continue to investigate options for Common Core math curriculum adoption. Engage NY and Eureka Math are two programs that are being implemented and evaluated. The ELA standards and curriculum will be implemented by utilizing past text book adoptions, Lucy Calkins, Step up to Writing, non fiction books and Triumph Online. 100% of the teachers will use Engage NY for Math. Twice a month meetings with the staff will determine the validity and usefulness of the program. In addition, teachers on observation cycle will be observed using the Engage NY curriculum in their class.</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>During the 2016-2017 school year, the staff and administration of HVS with the cooperation of the other small school districts will continue to implement both math and ELA curriculum. All Professional Development days will be focused on the implementation and alignment of K-6 math and ELA. 100% of the staff will participate in these PD days.</p>	<p>All- Single School District</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>01-1100-0-1110-1000-4300-200-3000 4000-4999: Books And Supplies Base \$3000 01-0855-0-1401-1000-1100-200-0000 1000-1999: Certificated Personnel Salaries Base \$4200</p>
<p>Staff will meet twice a month and continue to align ELA and Math curriculum through vertical articulation. 100% of the teachers will participate and give feedback.</p>	<p>All-Single School District</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>Delineated services are in place to support EL, IFEP, RFEP, Foster Youth or Low Income Pupils. These</p>	<p>All- Single School</p>	<p><input checked="" type="checkbox"/> All</p>	

<p>students will receive priority access to programs and services as needed.</p>	<p>District</p>	<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
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LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>HVS continue to investigate options for Common Core math curriculum adoption. Engage NY and Eureka Math are two programs that are being implemented and evaluated. The ELA standards and curriculum will be implemented by utilizing past text book adoptions, Lucy Calkins, Step up to Writing, non fiction books and Triumph Online. 100% of the teachers will use Engage NY for Math. Twice a month meetings with the staff will determine the validity and usefulness of the program. In addition, teachers on observation cycle will be observed using the Engage NY curriculum in their class.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>During the 2017-2018 school year, the staff and administration of HVS with the cooperation of the other small school districts will continue to implement both math and ELA curriculum. All Professional Development days will be focused on the implementation and alignment of K-6 math and ELA. 100% of the staff will participate in these PD days.</p>	<p>All-Single School District</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>01-1100-0-1110-1000-4300-200-3000 4000-4999: Books And Supplies Base \$3000 01-0855-0-1401-1000-1100-200-0000 1000-1999: Certificated Personnel Salaries Base \$4200</p>
<p>Staff will meet twice a month and continue to align ELA and Math curriculum through vertical articulation. 100% of the teachers will participate and give feedback.</p>	<p>All-Single School District</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Delineated services are in place to support EL, IFEP, RFEP, Foster Youth or Low Income Pupils. These students will receive priority access to programs and services as needed.</p>	<p>All- Single School District</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners</p>	

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	HVS will develop and implement a 5-year facilities plan to support a clean and well maintained campus in good repair. Staff and student safety will be priority for the decision making related to a safe school campus in good repair.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : The facilities at Happy Valley are in need of upgrades and will benefit from the Prop 39 during the 2015/16 and 2016/17.

Goal Applies to:	Schools: Happy Valley	Applicable Pupil Subgroups: Schoolwide--No numerically significant subgroups
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LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes: A 5 year plan is essential in addressing all of the facility issues at HVS. A FIT report will be completed during the 2015-2016 school year. A Facility committee will be established and will address the top priorities of improvement projects. A renewed effort to secure Modernization Grants through the CDE.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
During the 2014-2015 school year, Happy Valley utilized the services of MYNT instead of AMBAG. The plan includes new lighting, new efficient heating, and solar panels. The installation and solar will begin in summer of 2015	All--Single School District	<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)	01-6230-0-0000-8100-5800-200-0000 5800: Professional/Consulting Services And Operating Expenditures Other 18,106
During the summer of 2015, the solar installation, improved lighting, and new kitchen refrigeration will be installed.	All--Single school District	<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)	01-6230-0-0000-8100-5800-200-0000 5800: Professional/Consulting Services And Operating Expenditures Other \$110,894
Year 1 of the 5 year facilities plan		<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)	
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LCAP Year 2: 2016/2017

Expected Annual Measurable Outcomes:	A 5 year plan is essential in addressing all of the facility issues at HVS. A Facility committee will be established and will address the top priorities of improvement projects. A renewed effort to secure Modernization Grants through the CDE.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Projects and costs determined on securing modernization funds. If no state funds are secured, RRM will be performed to maintain facilities in good repair.	All--- Single School District	<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)	01-6230-0-0000-8100-5800-200-0000 5700-5799: Transfers Of Direct Costs Other \$100,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	A 5 year plan is essential in addressing all of the facility issues at HVS. A Facility committee will be established and will address the top priorities of improvement projects. A renewed effort to secure Modernization Grants through the CDE.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Projects and costs determined on securing modernization funds. If no state funds are secured, RRM will be performed to maintain facilities in good repair.	All--- Single School District	<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	

		_ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Happy Valley will expand integrated technology in order to provide student success to differentiated learning and completion of 6th grade well-prepared for secondary school.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need : Pupil Outcomes- Maintain and enhance high levels of student achievement while ensuring certificated staff has ample technology to optimize student learning.

Goal Applies to: Schools: Happy Valley School
 Applicable Pupil Subgroups: Schoolwide--No numerically significant subgroups

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes: Technology tools will be added to the 4th-6th grade classrooms. K-6 digital tools will be available to allow for extended learning opportunities in writing, research and publishing. 100% of students will have access to technology in their classrooms.. All k-2 grade students will have access to the computer lab at least twice a week to learn keyboarding skills. Grades 3-6 will also utilize the lab but will have access to the chrome books in their classrooms.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
30 Chrome Books will be implemented to 4th - 6th grade classrooms.	All- Single School District	<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)	01-0000-0-1110-1000-4300-200-2801 3000-3999: Employee Benefits Common Core Standards Implementation Funds \$11,000
A new technology committee will be formed to develop a plan that is appropriate to the new changes in the technology.	All- Single School District	<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)	

LCAP Year 2: 2016/2017

Expected Annual Measurable Outcomes: K-6 student digital tools will be available to allow for extended learning opportunities in writing, researching and publishing.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The technology plan will be implemented. Plan will include replacement of older computers and how to integrate technology into the classroom instead of a computer lab.	All- Single school district	<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)	4000-4999: Books And Supplies Other
20 Chromebooks will be purchased for 3rd grade	All- Single School District	<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)	01-0000-0-1110-1000-4300-200-2801 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$11,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes: K-6 student digital tools will be available to allow for extended learning opportunities in writing, researching and publishing.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Year 2 of the technology plan will be implemented.	All- Single School district	<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 _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	All students in grades K-6 will receive Visual and Performing arts instruction. This will be embedded in the K-6 curriculum and school culture. In addition, the instructional program will offer flexible scheduling so the the students in the designated subgroups have full access to a comprehensive K-6 core curriculum.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Identified Need :	Course Access. Students are enrolled and have access to all subjects including ELA, Math, Science, PE, Health, Computer, Art and Music		
Goal Applies to:	Schools: Happy Valley	Applicable Pupil Subgroups: Schoolwide--No numerically significant subgroups	
LCAP Year 1: 2015/2016			
Expected Annual Measurable Outcomes:	The Master Schedule will be constructed to ensure all students are receiving optimal access to the arts and music program. 100% of the students will receive instruction in arts and music twice a week. 100% of the 3rd-5th graders will participate in the classical music program in their classrooms each morning. 100% of the students will participate in a Winter and Spring Concert.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Master schedule coordination with full time staff and art teacher.	All- Single School District	<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)	
The Visual and Performing arts teacher will integrate the program into the core academic program. In addition, the program will be VAPA aligned.	All- Single School District	<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)	01-9009-0-1110-1000-1100-200-ARTS 1000-1999: Certificated Personnel Salaries Other \$25,784
HVS will utilize the Spectra Art Program to bring additional experiences to the students of HVS for an 8	All- Single School	<input checked="" type="checkbox"/> All OR:	01-0000-0-1110-1000-5808-200-2801 5800: Professional/Consulting Services And Operating Expenditures

<p>week program culminating with an all school performance.</p>	<p>District</p>	<p><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>Other \$2,000</p>
<p>The Classical Music program will continue in 3rd-5th grades.</p>	<p>All- Single School District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost program</p>

LCAP Year 2: 2016/2017

<p>Expected Annual Measurable Outcomes:</p>	<p>An analysis of the master schedule will be conducted by staff to ensure target students are receiving optimal access to the core program. The Master Schedule will be constructed to ensure all students are receiving optimal access to the arts and music program. 100% of the students will receive instruction in arts and music twice a week. 100% of the 3rd-5th graders will participate in the classical music program in their classrooms each morning. 100% of the students will participate in a Winter and Spring Concert.</p>
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<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>Master schedule coordination with full time staff with art and music teacher</p>	<p>All- Single School District</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>01-9009-0-1110-1000-1100-200-ARTS 1000-1999: Certificated Personnel Salaries Other \$25,784</p>
<p>The Spectra Arts program will be embedded into the classrooms for an all school 8 week program.</p>	<p>All- Single School District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>01-0000-0-1110-1000-5808-200-2801-5800 5800: Professional/Consulting Services And Operating Expenditures Other \$2000</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	An analysis of the master schedule will be conducted by staff to ensure target students are receiving optimal access to the core program.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Master Schedule coordination with full time staff and art teacher	All-Single School District	<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)	01-9009-0-1110-1000-1100-200-ARTS 1000-1999: Certificated Personnel Salaries Other \$25,784

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

GOAL 6:	To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year. Using benchmark assessments, students will be assessed three times a year to ensure progress. A baseline will be set with the results from the SBAC. Those students not meeting the 2nd and 3rd benchmarks will be referred to a Student Study Team.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Pupil Achievement--The school currently has a 934 API for 13/14. The average API for the last 4 years is 930. STAR test scores school wide in 2013 are ELA 89.6%, (all 4th,5th,&6th graders scored 100%. Schoolwide math scores were 82.4% ADV/PRO.Our EL students have overall scores 384 and 541. A baseline will be established with the first year results of the SBAC.
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Goal Applies to:	Schools: Happy Valley
Applicable Pupil Subgroups:	Schoolwide--No numerically significant subgroups

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:	The staff will investigate and utilize benchmark assessments in both Math and ELA. In 2014-2015, the staff utilized writing rubrics that was taken from Lucy Calkins. 70% of students in grades k-6 earned a rubric score of 3 or 4. This will become the baseline for this upcoming year. First year SBAC results will be used to get a baseline with a goal of a 2% increase to meet or exceed standards. Rubrics will continue to be used in K-6 writing program and three writing assessments each trimester will be measured to show improvement to 80% at 3 or 4. Staff will then be able to differentiate instruction based on benchmark results. In Math, the entire staff will utilize Engage NY and agree upon 3 benchmarks assessments k-6 in the 2015 school year. Students that are not proficient in the math assessments will be referred to our Rtl program.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The staff will create three benchmark assessments at their first PD day to utilize during the 15/16 school year in both math and ELA. Dates will be agreed upon and set in the calendar. A scoring day will also be set aside for staff after each of the writing days.	All- Single School District	<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)	01-0855-0-1401-1000-1100-200-0000 1000-1999: Certificated Personnel Salaries Base \$2100
Our two EL students will receive the CELDT test and assistance from our EL coordinator.	All- Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	01-0855-0-1401-1000-1100-200-0000 1000-1999: Certificated Personnel Salaries Base \$100/day

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2016/2017			
Expected Annual Measurable Outcomes:	CAASP scores will be used to compare growth and areas of concern. An increase of 2% should be seen on the SBAC results. Learning targets will be revised based on these scores.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Progress indicators will be revised through the continual yearly analysis of ELA and math benchmarks. A PD day will be dedicated to complete this analysis	All- Single school district	<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)	01-0855-0-1401-1000-1100-200-0000 1000-1999: Certificated Personnel Salaries Base \$2100
EL students will be tested and/or excited by the EL coordinator. She will also give classroom teachers suggestions for instruction	All- Single School District	<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)	01-0855-0-1401-1000-1100-200-0000 1000-1999: Certificated Personnel Salaries Base \$100/day

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	CAASP scores will be used to compare growth and areas of concern. Learning targets will be revised based on these scores.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Progress indicators will be revised through the continual yearly analysis of ELA and math benchmarks. A PD day will be dedicated to complete this analysis	All-Single School District	<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)	01-0855-0-1401-1000-1100-200-0000 1000-1999: Certificated Personnel Salaries Base \$2100

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

GOAL 7:	Train 5th and 6th grade students in conflict resolution, implement leadership and community service in their classroom. For all students, programs like the classical music program and mindfulness will be fully implemented.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : School Climate-- Suspension rate at HVS is 0% in 12/13 & 13/14. Expulsion rate is also 0%. There has never been a student expelled from HVS. Behavior referrals in the 15/16 school year will be decreased from 38-20.

Goal Applies to: Schools: Happy Valley School
 Applicable Pupil Subgroups: Schoolwide--No numerically significant subgroups

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes: In the 2015/2016 school year, students picked from their peers will be trained in Conflict Resolution. The Conflict Resolution team will decrease playground issues from 3-4 times per day to 1-2 times per day. 100% of upper grade students will have community service hours to fulfill before the end of the school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be trained in Conflict Resolution by a professional counselor	Single School District	<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)	01-0000-0-1110-1000-5800-200-2801 5800: Professional/Consulting Services And Operating Expenditures Base \$500
Upper grade teachers will implement community service project in each classroom to be completed by the end of the school year.	All--Single school district	<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)	

LCAP Year 2: 2016/2017

Expected Annual Measurable Outcomes:	In the 2015/2016 school year, students picked from their peers will be trained in Conflict Resolution. The Conflict Resolution team will decrease playground issues from 3-4 times per day to 1-2 times per day. 100% of upper grade students will have community service hours to fulfill before the end of the school year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Train the new 5th grade students in conflict resolution with professional counselor.	All--Single school district	<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)	01-0000-0-1110-1000-5800-200-2801 5800: Professional/Consulting Services And Operating Expenditures Base \$500

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	In the 2015/2016 school year, students picked from their peers will be trained in Conflict Resolution. The Conflict Resolution team will decrease playground issues from 3-4 times per day to 1-2 times per day. 100% of upper grade students will have community service hours to fulfill before the end of the school year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Train the new 5th grade students in conflict resolution with professional counselor.	All- Single School District	<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)	01-0000-0-1110-1000-5800-200-2801 5800: Professional/Consulting Services And Operating Expenditures Base \$500

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

GOAL 8:	Parents will continue to be partners in education through Parent Club, SSC, Classroom volunteers, Legacy Committee, fundraising and activities within the school. New in the 14/15 school year is the parent handbook and big buddy program for parents for incoming new parents.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Fundraising</u>
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Identified Need :	Parent Involvement--Parents need to raise \$70,000 -\$100,000 a year to maintain programs such as instructional aides in the classroom, art and music, and computer lab.
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Goal Applies to:	Schools: Happy Valley School
Applicable Pupil Subgroups:	Schoolwide--No numerically significant subgroups

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:	Parents will continue to partner in the classrooms and fundraise. This is essential or else programs will be cut. The only way that instructional aides, music, art and computer lab continues is through the fundraising efforts and payouts of the Endowment fund of \$30,000 a year. \$70,000 must be raised to maintain classroom instructional aides, computer technician and art and music.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents and staff will work together to raise money needed for the classroom aides, computer tech and art and music teacher. The events will include the annual BBQ and the Redwoods Event.	All-- Single School District	<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)	
The Parent Club will continue to distribute commitment letters to the parents asking for either time or a donation.	All-- Single School District	<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)	
The Parent Club and administration will work together to	All--Single	<input checked="" type="checkbox"/> All	

<p>assign Big Buddy Parents to the incoming kindergarten and new parents.</p>	<p>School District</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
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LCAP Year 2: 2016/2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Parents will continue to partner in the classrooms and fundraise. This is essential or else programs will be cut. The only way that instructional aides, music, art and computer lab continues is through the fundraising efforts and payouts of the Endowment fund of \$30,000 a year. \$70,000 must be raised to maintain classroom instructional aides, computer technician and art and music.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Parents and staff will work together to raise money needed for the classroom aides, computer tech and art and music teacher. The events will include the annual BBQ and the Redwoods Event.</p>	<p>Happy Valley School-- All</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>The Parent Club will continue to distribute commitment letters to the parents asking for either time or a donation.</p>	<p>All--Single School District</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>The Parent Club and administration will work together to assign Big Buddy Parents to the incoming kindergarten and new parents.</p>	<p>All--Single School District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Parents will continue to partner in the classrooms and fundraise. This is essential or else programs will be cut. The only way that instructional aides, music, art and computer lab continues is through the fundraising efforts and payouts of the Endowment fund of \$30,000 a year. \$70,000 must be raised to maintain classroom instructional aides, computer technician and art and music.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents and staff will work together to raise money needed for the classroom aides, computer tech and art and music teacher. The events will include the annual BBQ and the Redwoods Event.	All-Single School District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
The Parent Club will continue to distribute commitment letters to the parents asking for either time or a donation.	All- Single School District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
The Parent Club and administration will work together to assign Big Buddy Parents to the incoming kindergarten and new parents.	All- Single School District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

		Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 9:	Students will attend school each and every day. HVS will decrease the number of chronic absentees from 5 to 4 in the 2015/16 year.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Student Engagement--Schoolwide attendance rate is 96%. Chronic absenteeism is 5%.

Goal Applies to:	Schools: Happy Valley School	Applicable Pupil Subgroups: Schoolwide--No numerically significant subgroups
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LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes: Starting in 2014/2015, the Happy Valley School District started a concerted effort to decrease chronic absenteeism. In the 14/15 school year, the chronic absenteeism decreased from 7 to 5 students and awarded 3 students with perfect attendance. In the 15/16 year, continued awards at the monthly cooperation assemblies will continue. Increased efforts will be made to decrease the chronic absences through increased communication and incentive plan.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be honored each month for perfect attendance and zero tardies.	All- Single School Site	<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)	01-1100-0-1110-1000-4300-200-3000 4000-4999: Books And Supplies Lottery \$155
Letters will be sent home and meetings will be scheduled for students who have 10% absence in any given month.	All- Single School District	<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)	

LCAP Year 2: 2016/2017

Expected Annual Measurable Outcomes:	Starting in 2014/2015, the Happy Valley School District started a concerted effort to decrease chronic absentiism. In the 14/15 school year, the chronic absentism decreased from 7 to 5 students and awarded 3 students with perfect attendance. In the 15/16 year, continued awards at the monthly cooperation assemblies will continue. Increased efforts will be made to decrease the chronic absences through increased communication and incentive plan. In the 16/17 school year, the chronic absence rate will decrease by one student.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be honored each month for perfect attendance and zero tardies.	All--Single School District	<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)	01-1100-0-1110-1000-4300-200-3000 4000-4999: Books And Supplies Lottery \$155
Letters will be sent home and meetings will be scheduled for students who have 10% absence in any given month.	All- Single School District	<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)	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Starting in 2014/2015, the Happy Valley School District started a concerted effort to decrease chronic absenteeism. In the 14/15 school year, the chronic absenteeism decreased from 7 to 5 students and awarded 3 students with perfect attendance. In the 15/16 year, continued awards at the monthly cooperation assemblies will continue. Increased efforts will be made to decrease the chronic absences through increased communication and incentive plan. In the 16/17 school year, the chronic absence rate will decrease by one student.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be honored each month for perfect attendance and zero tardies.	All--Single School District	<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)	01-1100-0-1110-1000-4300-200-3000 4000-4999: Books And Supplies Lottery \$160
Letters will be sent home and meetings will be scheduled for students who have 10% absence in any given month.	All- Single School District	<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)	

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

GOAL 10:	New this year is the effort to involve our parents of our unduplicated students and involve them in the decision making by assigning the newly created "lead teacher" to these parents to ensure their participation not only in Parent Club activities and efforts, but to include them in meetings regarding their children's education and access.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Parent Involvement

Goal Applies to: Schools: Happy Valley School
 Applicable Pupil Subgroups: Schoolwide--No numerically significant subgroups

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes: There will be an increase of 50% attendance at Parent Club meetings and activities by parents of unduplicated and EL students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A lead teacher will call and/or contact parents of EL or unduplicated students each month to remind them of upcoming events and meetings.	All- Single School District	<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)	01-0855-0-1401-1000-1100-200-0000 1000-1999: Certificated Personnel Salaries Base \$1000
Upper grade parents will be "Big Buddies" to the new, EL and unduplicated parents.	All- Single School District	<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)	

LCAP Year 2: 2016/2017

Expected Annual Measurable Outcomes: There will be an increase of 25% attendance at Parent Club meetings and activities by parents of unduplicated and EL students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A lead teacher will call and/or contact parents of EL or unduplicated students each month to remind them of upcoming events and meetings.	All- Single School District	<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)	01-0855-0-1401-1000-1100-200-0000 1000-1999: Certificated Personnel Salaries Base
Upper grade parents will be "Big Buddies" to the new, EL and unduplicated parents.	All- Single School District	<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)	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes: There will be an increase of 25% attendance at Parent Club meetings and activities by parents of unduplicated and EL students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A lead teacher will call and/or contact parents of EL or unduplicated students each month to remind them of upcoming events and meetings.	All- Single School District	<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	1000-1999: Certificated Personnel Salaries Base \$1000

		_ Other Subgroups: (Specify)	
Upper grade parents will be "Big Buddies" to the new, EL and unduplicated parents.	All- Single School District	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

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:	The hiring process at HVS will incorporate clear systems to ensure the highest classified and certificated candidates are considered for employment. Because of the attractive nature of working in a small school setting, only candidates will clear credentials and fully compliant NCLB regulations will be considered.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All--Single School District ----- Applicable Pupil Subgroups: Schoolwide--No numerically significant subgroups		
Expected Annual Measurable Outcomes:	Since HVS has a good reputation, there is always an abundance of qualified candidates. What will be consistent for students is the high quality of candidates will be ensured.	Actual Annual Measurable Outcomes:	Goal #1 has been met. 100% of the three new certificated hires in the 2013-2014 school year have been extremely successful and have two years of exemplary evaluations.
LCAP Year: 2014/2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Review will be based on annual evaluations and observations of new hires.	\$500 for substitutes 1000-1999: Certificated Personnel Salaries Base \$500 \$60 for Employee Benefits 3000-3999: Employee Benefits Base \$60 \$500 Supplies and Books 4000-4999: Books And Supplies \$500	During the 2014-2015 school year, 100% of all new teachers have been formally and informally observed with successful evaluation results. Teachers who have been employed at HVS for more than 2 years are on a evaluation cycle. 99% of the teachers have positive evaluations this year.	01-7405-0-1110-1000-1140-200-0000 1000-1999: Certificated Personnel Salaries Base \$623.52
Scope of Service		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)	

<p>Each year,HVS will extend the Edjoin contract to ensure the recruitment of highly qualified teachers</p>	<p>\$300 for Edjoin Membership 5000-5999: Services And Other Operating Expenditures Base \$300</p>	<p>The data regarding the percentage of fully credentialed teacher candidates vs. non fully credentialed teachers who apply for open positions at HVS will be reviewed by staff and the board.</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$300</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>To serve our only Foster Youth student, the teacher has attended the Foster Partner meetings, is a part of Goal Book for the student so she can communicate with the stakeholders and meetings are regularly held to ensure this student's success</p>		<p>The Foster Youth student team met on several occasions and created goals for this family through Goalbook. The teacher reported the process was very helpful in communicating with all of the student's stakeholders</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" 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>A retired teacher who is trained in CELDT and is a trainer of trainers for EL's serves our student population.</p>		<p>Our EL students were served this year with a combination of SADAI techniques, one on one assistance and reclassification status.</p>	<p>01-0000-0-1110-1000-1100-200-2801 1000-1999: Certificated Personnel Salaries Supplemental \$444.91</p>
<p>Scope of Service</p>		<p>Scope of Service</p>	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>In addition to the delineated services in place to support Socioeconomically Disadvantaged students, future HVS enrollees as EL, IFEP, RFEP, or Foster Youth will receive priority to programs and services</p>	<p>See Section 3A</p>		
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>No changes are planned. We are 100% compliant with this standard and are committed to this goal in future years.</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 2 from prior year LCAP:	The CA Common Core Standards are being implemented through the Georgia State standards and will be fully implemented in the 14/15 school year while researching other state implemented curriculums. In addition, Triumph Online will be used as a supplemental curriculum.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All-- Single school District Applicable Pupil Subgroups: Schoolwide--No numerically significant subgroups		
Expected Annual Measurable Outcomes:	This next year, collaboration around curriculum and vertical articulation will be more formalized, thus increasing the conversation about student success.	Actual Annual Measurable Outcomes: Goal #2 has been partially met as the staff is still implementing and investigating the curriculum choices that will best suit the students of HVS. More vertical articulation and curriculum discussions need to take place to fully implement new curriculum.	
LCAP Year: 2014/2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
During the 13/14 school year, Triumph Online was purchased and this yearly contract is completed in January of 2015. During the 2014-2015 year, Georgia Standards were utilized in math across the grade levels	\$3,000 for the online subscription 0001-0999: Unrestricted: Locally Defined Supplemental \$3000	During the 2014-2015 school year, it was determined that the Georgia Standards was too cumbersome. Midway through the year, 100% of the teachers started using Engage NY while investigating other Common Core Math programs.	01-7405-0-1110-1000-4300-200-0000 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$2125.22
Scope of Service		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)	

<p>During the 13/14 school year, each teacher received a copy of the entire grade level Common Core standards by unit through the Georgia State Standards. During the 14/15 school year, curriculum will be updated as needed</p>	<p>\$300 for the reproduction of the Standards. Each classroom receive a grade level copy of the CC binders with year long units 4000-4999: Books And Supplies Supplemental \$300</p>	<p>Staff has utilized the Georgia Standards as well as incorporated the Engage NY and other curriculums to investigate the best fit for the HVS student population.</p>	<p>01-7405-0-1110-1000-4300-200-2801 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$565.63</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Staff will participate in any textbook materials workshop or preview usually held at the county office of education with regards to the newest ELA curriculum.</p>	<p>\$300 for substitutes 1000-1999: Certificated Personnel Salaries Base \$300</p> <p>\$60 for benefits 3000-3999: Employee Benefits Base \$60</p>	<p>Staff was unable to attend any textbook workshops this year.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>In addition to the delineated services in place to support Socioeconomically Disadvantaged students, future HVS enrollees as EL, IFEP, RFEP, or Foster Youth will receive priority to programs and services</p>	<p>See Section 3A</p>		

Scope of Service	[Greyed out]	_ All	[Greyed out]
OR: _ All _ 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?	It is clear from this goal that the continued effort of the staff to fully implement a CC curriculum needs to continue. A clearer focus on vertical articulation also needs to be implemented.		

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:	HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All--Single School District Applicable Pupil Subgroups: Schoolwide--No numerically significant subgroups		
Expected Annual Measurable Outcomes:	Increased energy efficiency and better lighting for the students.	Actual Annual Measurable Outcomes: Goal #3 met. At the writing of this goal, it was assumed that HVS would contract with AMBAG. After investigating other companies, the school district approved the contract with MYNT. Improvements and upgrades will be implemented this summer.	
LCAP Year: 2014/2015			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
HVS will receive a report of the energy audit from AMBAG with regards to upgrading of the lights and windows at HVS.		\$50,000 for planning proposal 5800: Professional/Consulting Services And Operating Expenditures Other \$50K	After working with AMBAG, HVS made the decision to work with MYNT regarding the Prop 39 funding. The Prop 39 funding plan is approved and during the 2015 summer, new lighting, kitchen appliances and solar will be installed. 01-6230-0-0000-8100-5800-200-0000 5000-5999: Services And Other Operating Expenditures Other \$18,106
Scope of Service			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 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>HVS will also receive another energy audit proposal from the MYNT company to compare proposals</p>	<p>Same as 3.1. Depending on who get the contract. 5800: Professional/Consulting Services And Operating Expenditures Other</p>	<p>MYNT was the successful proposal.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>HVS board will determine what company to hire for the upgrades</p>		<p>HVS board of trustees unanimously chose MYNT systems to work with the implementation of the Prop 39 funds.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>N/A</p>	<p>See Section 3A</p>		
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

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?	The HVS board agreed to change direction with the Prop 39 contractor. MYNT systems have been successful in navigating the funding process and new lighting, appliances and solar will be installed this summer as the first phase of this grant.		

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Original GOAL 4 from prior year LCAP:	During the 13/14 school year, staff spent a considerable amount of time with CC Professional Development investigating and implementing CC standards in each classroom. During the 14/15 school year, the CA Common Core Standards will be implemented through the Georgia standards in K-6 classes as the math curriculum with supporting materials Triumph on line will continue. For ELA, the 14/15 school year will be spent investigating different curriculums, materials and staff will attend several PD opportunities within the county.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All--Single School District ----- Applicable Pupil Subgroups: Schoolwide--No numerically significant subgroups		
Expected Annual Measurable Outcomes:	The difference and improvement will be a more focused conversation regarding math and the ability to possibly implement math flex groupings in the future. The 14/15 school year will also be spent investigating new ELA CA CC curriculum.	Actual Annual Measurable Outcomes: Goal #4 partially met. While staff continues to meet with the other small school staffs during PD days, and have attended the opportunities hosted by the County office of Education, it is still a daunting task to implement a curriculum that will stand the test of time. Math challenge was successfully implemented for the upper grade students this year. A team of several of the 5th and 6th grade students attended and participated in the Math Contest this year and the 6th grade team medaled.	
LCAP Year: 2014/2015			
Planned Actions/Services		Actual Actions/Services	
HVS staff will attend Professional Development days with the other small school districts and review ELA materials	Budgeted Expenditures \$4200 for additional Professional Development days 1000-1999: Certificated Personnel Salaries Base \$4,200 \$1000 Purchase of proposed CC ELA materials. 4000-4999: Books And Supplies Base \$1,000	Two PD days with the small school districts were held as well as several inservice days at school.	Estimated Actual Annual Expenditures 01-7405-0-1401-1000-1100-2100-0000 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$4010.17
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Staff will attend staff meetings and other professional development opportunities in the county and bring to the board during the school year, options for the new ELA curriculum to be implemented.</p>	<p>\$500 for substitutes 1000-1999: Certificated Personnel Salaries Base \$500 \$60 for benefits 3000-3999: Employee Benefits Base \$60</p>	<p>Several staff members attended opportunities at the COE this year although not 100% participated.</p>	<p>01-7405-0-1110-1000-1140-200-0000 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$334.36 01-7405-0-1110-1000-5200-200-0000 5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds \$150.00</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>In addition to the delineated services in place to support Socioeconomically Disadvantaged students, future HVS enrollees as EL, IFEP, RFEP, or Foster Youth will receive priority to programs and services</p>	<p>See Section 3A</p>		
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><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>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	There was one staff member who did not attend one of the PD days held at MESD, therefore there was a change in expenditures. Also, several staff members did not attend a math workshop at the COE, so the change in expenditures was noted there as well. Continued PD and opportunities for staff continues to be a priority.		

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Original GOAL 5 from prior year LCAP:	All students will have access to all subjects offered at HVS including ELA, Math, Science, PE, Health, Computer Lab, Art and Music. Students receive differentiated instruction within their classes, and identified students receive small group instruction as well as whole group instruction.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: All--Single School District	Applicable Pupil Subgroups: Schoolwide--No numerically significant subgroups
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Expected Annual Measurable Outcomes:	The new report card will reflect the progress towards goals and the new curriculum will align with the report card whereas this last year it has been difficult to implement new standards and using outdated reporting system.	Actual Annual Measurable Outcomes:	Goal #5 was met. All student have access to Common Core Curriculum in Math and ELA, Science, PE, Health, Computer lab and Arts and Music. The Response to Intervention model was utilized to assist with students not proficient in subject areas. Both the Rtl model and the RSP model was used to serve students in small group settings. The new report card has been successful this year in it's first year of implementation.
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LCAP Year: 2014/2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers will have two release days per trimester to review student progress, prepare the report cards and to meet with parents as needed.	\$3600 for substitutes 1000-1999: Certificated Personnel Salaries Base \$3600 \$150 for benefits 3000-3999: Employee Benefits Base \$150	Teachers had two release days per trimester to either work on assessments, prepare and finalize the new report card.	01-7405-0-1110-1000-1140-200-0000 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$505.10
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>Teachers will spend the 14/15 school year revising and improving the new report card that was approved in the 13/14 school year.</p>	<p>\$600 for substitutes 1000-1999: Certificated Personnel Salaries Base \$600</p> <p>\$50 for benefits 3000-3999: Employee Benefits Base \$50</p>	<p>The new report card has been finalized and fully implemented.</p>	<p>01-7405-0-1110-1000-1140-200-0000 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$331.68</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>In addition to the delineated services in place to support Socioeconomically Disadvantaged students, future HVS enrollees as EL, IFEP, RFEP, or Foster Youth will receive priority to programs and services</p>	<p>See Section 3A</p>		
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>No changes in Goal # 5. This goal was fully implemented as far as the implementation of the new report card. It is recommended to continue with this goal to ensure access for all students to have equal access and differentiated instruction.</p>		

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Original GOAL 6 from prior year LCAP:	To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year. Using benchmark assessments, students will be assessed three times a year to ensure progress. Those students not meeting the 2nd and 3rd benchmarks will be referred to a Student Study Team.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All--Single School District ----- Applicable Pupil Subgroups: Schoolwide--No numerically significant subgroups		
Expected Annual Measurable Outcomes:	Based on the work the staff has done this year with the other four small schools, the staff has been able to collaborate and create benchmarks that can be shared during our common PD days. More focused collaboration and a team approach will assist the teachers in making sure all the students needs are met.	Actual Annual Measurable Outcomes:	Goal #6 was partially met. The staff was able to have two writing days/weeks in the second and third trimester. After meeting as a staff, it was determined that the HVS staff would like to create and implement their own benchmarks and assessments. This will be an ongoing goal.
LCAP Year: 2014/2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staff will meet on a monthly basis to review the progress of the students using the GSS units during the restructured day meetings.		Staff meetings were held twice a month to continue the conversation of benchmark assessments and utilizing the Georgia State Standards as well as investigation of other standards.	
Scope of Service		Scope of Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
Staff will meet each month to have		Staff met on a regular basis, but more	

vertical articulation and ensure the skills taught are being built upon from former knowledge.		vertical articulation is needed.	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Staff will continue to revise and refine the new report card	see 5.2	Completed	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
In addition to the delineated services in place to support Socioeconomically Disadvantaged students, future HVS enrollees as EL, IFEP, RFEP, or Foster Youth will receive priority to programs and services	See Section 3A		
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

_ Foster Youth _ Redesignated fluent English 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?	Standardized tests will be included in next year's plan		

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Original GOAL 7 from prior year LCAP:	Train upper grade students in conflict resolution, implement leadership and community service in their classroom. For all students, programs like the classical music program and mindfulness will be implemented.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All--Single School District ----- Applicable Pupil Subgroups: Schoolwide--No numerically significant subgroups		
Expected Annual Measurable Outcomes:	The parent survey that is given each year will reflect an improvement of positive results when answering the question of their child feeling physically and emotionally safe at school. Students will understand the importance of community service as well as being leaders in the school setting. Throughout the year, the staff will report on the behavior of the class and if the program is being successfully implemented and useful. Students will be able to take a few moments in the morning to connect with their breathing and mentally get themselves ready for the school day by understanding basic breathing and meditation techniques.	Actual Annual Measurable Outcomes: Goal #7 Partially met. One teacher was trained in Mindfulness training and then inserviced the other staff members. The classical music program was utilized in 3rd, 4th and 5th grade classes. Staff is still investigating a conflict resolution program to implement. The parent survey reported 92% of the parents felt their student was physically and emotionally safe at school.	
LCAP Year: 2014/2015			
Planned Actions/Services		Actual Actions/Services	
In the 14/15 school year, the upper grade students will be trained in Conflict Resolution	Budgeted Expenditures	This goal was not met even though continued lessons of friendship, cooperation assemblies, caring awards and class recognition is given to students caught in the act of doing something great. Also new this year was the Mini Mermaid after school program which teaches girls of	Estimated Actual Annual Expenditures
	\$300 for program 5800: Professional/Consulting Services And Operating Expenditures Base \$300		01-0000-0-1110-1000-5800-200-2801 5800: Professional/Consulting Services And Operating Expenditures Base \$125.00

		empowerment and positive self talk through a running and walking program culminating in a 5K race.	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
In the 14/15 school year, the classical music program will continue to be used in the classrooms and will be expanded to different grade levels.	\$300 for program 5800: Professional/Consulting Services And Operating Expenditures Base \$300	This program was used in 3rd -5th grade classes.	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
The staff will investigate the Mindfulness program to be implemented school wide.	\$260 for program 5800: Professional/Consulting Services And Operating Expenditures Base \$260	One teacher was trained and then inserviced the rest of the staff. This goal will continue to be implemented next year.	01-0000-0-0000-2700-5200-200-2801 5000-5999: Services And Other Operating Expenditures Base \$385
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>In addition to the delineated services in place to support Socioeconomically Disadvantaged students, future HVS enrollees as EL, IFEP, RFEP, or Foster Youth will receive priority to programs and services</p>	<p>See Section 3A</p>		
<p>Scope of Service</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> _ All <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ All <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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>Upper grade students were not trained in conflict resolution however, they were trained in mindfulness, performed community service and implemented the classical music program into classes. The Mini Mermaid program was also implemented this year.</p>		

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Original GOAL 8 from prior year LCAP:	Parents will continue to be partners in education though Parent Club, SSC, Classroom volunteers, Legacy Committee, fundraising and activities within the school. New in the 14/15 school year is the parent handbook and big buddy program for parents for incoming new parents. Also, new this year is the effort to involve our parents of our unduplicated students and involve them in the decision making by assigning the newly created "lead teacher" to these parents to ensure their participation not only in Parent Club activities and efforts, but to include them in meetings regarding their children's education and access.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All--Single School District ----- Applicable Pupil Subgroups: Schoolwide--No numerically significant subgroups		
Expected Annual Measurable Outcomes:	Increased participation and communication among the parent group. Increased fundraising efforts to maintain current programs.	Actual Annual Measurable Outcomes:	Goal #8 partially met. The parent handbook and new parent buddy system has been a huge success as evidenced by increased volunteer participation and increased fundraising efforts by 30%. The teachers have taken a more involved presence at different meetings and report back to each other after each meeting to ensure clear communication among stakeholders.
LCAP Year: 2014/2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent Club officers will meet with the Superintendent once a month to ensure open communication with regards to school and parent club goals. This next year will be important as the parent club, staff and board are encouraging the entire parent community to be active in the school whether it be by donation of money or time. It will improve our bandwidth of volunteers and increase the numbers of parents on campus during the day.		Parent club officers met throughout the year regarding fundraising and efforts to enlist the entire school community. The commitment letter was successful as evidenced by the amount of money raised.	01-9009-0-1110-1000-2100-200-AID 2000-2999: Classified Personnel Salaries Base \$39,760.38 01-9009-0-1110-1000-2900-200-AIDE 2000-2999: Classified Personnel Salaries Base \$709.80 01-9009-0-1110-1000-2100-200-COMP 2000-2999: Classified Personnel Salaries Base \$2000 01-9009-0-1110-1000-1100-200-MURT 1000-1999: Certificated Personnel Salaries Base \$18,697.33
Scope of Service		Scope of Service	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Site Council will continue to be the governing body to ensure transparency with regards to the LCAP and LCFF.</p>		<p>The school site council continues to monitor the LCAP, LCFF funding the has revised the Parent Survey to align with the components of the LCAP.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The Legacy Committee will continue to meet and develop a long term plan to increase the Endowment Fun to \$ 1 million dollars</p>		<p>The committee continues to meet in concert with the parent club, board, and school site council</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>In addition to the delineated services</p>	<p>See Section 3A</p>		

<p>in place to support Socioeconomically Disadvantaged students, future HVS enrollees as EL, IFEP, RFEP, or Foster Youth will receive priority to programs and services</p>			
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>No changes at this time.</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 9 from prior year LCAP:	Students will attend school each and every day. HVS will decrease the number of chronic absentees from 7 to 4 students in the 14/15 school year.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All--Single School District Applicable Pupil Subgroups: Schoolwide--No numerically significant subgroups		
Expected Annual Measurable Outcomes:	The absence and tardy rate will improve by 5% Students will not miss seat time in class which is extremely important for student success.	Actual Annual Measurable Outcomes:	The absence and tardy rate decreased by 3%
LCAP Year: 2014/2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The school will institute a perfect attendance and improved attendance award to be given at each Coop assembly. At the end of the year, a culminating award will be given to the students with perfect attendance.	\$100 for supplies (certificates, prizes, etc) 4000-4999: Books And Supplies Base \$100	3 students received a perfect attendance award at the end of the 14/15 school year.	01-1100-0-1110-1000-4300-200-3000 4000-4999: Books And Supplies Lottery \$155.42
Scope of Service		Scope of Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
The parents will receive ongoing			

<p>communication regarding the importance of good attendance and what the definition of chronic attendance.</p>			
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The school will SARB any student with more than 10% chronic absences.</p>		<p>Several letters and meetings were held with parents of chronically absent students. No students were brought to SARB this year.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>In addition to the delineated services in place to support Socioeconomically Disadvantaged students, future HVS enrollees as EL, IFEP, RFEP, or Foster Youth will receive priority to programs and services</p>	<p>See Section 3A</p>		
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

<p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</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 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All--Single School District		
	Applicable Pupil Subgroups:	Schoolwide--No numerically significant subgroups	
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2014/2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$20,731
The district is projecting only a 14.18% unduplicated percentage(UPP) in 2015-16 and is choosing to deliver services to its disadvantaged population on a school-wide basis. In this way, low income students are not identified as such and, since the district is a small K-6 one-school district, the services can be delivered at grade level where students are served within their peer groups. Scholarships will continue to be given to its disadvantaged population for extracurricular activities so these students have the opportunities that would otherwise be unavailable to them. In addition, the district provides a reading intervention program to low performing students in grades 1 and 2, has an active RTI program in which the specialist pushes into the classroom where needed, and a counselor is available for qualified students with social and emotional issues. Unduplicated students have priority access to these services if deemed necessary.	

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.

2.26	%
The district is delivering increased and improved services for its unduplicated population more than the 2.26% required. The district is offering priority access to its disadvantaged student population in the program as described in Goals 1,4,5,6,7. The district is offering services to the ELL's by utilizing the Rosetta Stone Curriculum and pull out time with our EL coordinator. Foster Youth benefit from the team effort of the Foster Youth Liaison team in coordination with the classroom teacher. The district is also allocating scholarships to these students for extracurricular activities. If the students are age appropriate, the district would give these students scholarships to the science camp that is offered each year for 6th grade students.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	15,640.00	89,329.52	777,651.00	746,224.12	654,986.00	2,178,861.12
Base	12,340.00	62,601.03	608,812.00	607,285.12	629,042.00	1,845,139.12
Common Core Standards Implementation Funds	0.00	8,022.16	11,000.00	11,000.00	0.00	22,000.00
Lottery	0.00	155.42	155.00	155.00	160.00	470.00
Other	0.00	18,106.00	156,784.00	127,784.00	25,784.00	310,352.00
Supplemental	3,300.00	444.91	900.00	0.00	0.00	900.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	15,640.00	89,329.52	777,651.00	746,224.12	654,986.00	2,178,861.12
0001-0999: Unrestricted: Locally Defined	3,000.00	0.00	650.00	0.00	0.00	650.00
1000-1999: Certificated Personnel Salaries	9,700.00	24,947.07	631,096.00	629,569.12	651,326.00	1,911,991.12
2000-2999: Classified Personnel Salaries	0.00	42,470.18	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	380.00	0.00	11,000.00	0.00	0.00	11,000.00
4000-4999: Books And Supplies	1,400.00	2,846.27	3,405.00	14,155.00	3,160.00	20,720.00
5000-5999: Services And Other Operating Expenditures	300.00	18,941.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	0.00	100,000.00	0.00	100,000.00
5800: Professional/Consulting Services And Operating Expenditures	860.00	125.00	131,500.00	2,500.00	500.00	134,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	15,640.00	89,329.52	777,651.00	746,224.12	654,986.00	2,178,861.12
0001-0999: Unrestricted: Locally Defined	Supplemental	3,000.00	0.00	650.00	0.00	0.00	650.00
1000-1999: Certificated Personnel Salaries	Base	9,700.00	19,320.85	605,312.00	603,785.12	625,542.00	1,834,639.12
1000-1999: Certificated Personnel Salaries	Common Core Standards Implementation Funds	0.00	5,181.31	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	25,784.00	25,784.00	25,784.00	77,352.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	444.91	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
2000-2999: Classified Personnel Salaries	Base	0.00	42,470.18	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	380.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Common Core Standards Implementation Funds	0.00	0.00	11,000.00	0.00	0.00	11,000.00
4000-4999: Books And Supplies	Base	1,100.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	0.00	2,690.85	0.00	11,000.00	0.00	11,000.00
4000-4999: Books And Supplies	Lottery	0.00	155.42	155.00	155.00	160.00	470.00
4000-4999: Books And Supplies	Supplemental	300.00	0.00	250.00	0.00	0.00	250.00
5000-5999: Services And Other Operating Expenditures	Base	300.00	685.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Common Core Standards Implementation Funds	0.00	150.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	18,106.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	Other	0.00	0.00	0.00	100,000.00	0.00	100,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	860.00	125.00	500.00	500.00	500.00	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	131,000.00	2,000.00	0.00	133,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).