

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

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### Introduction

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

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

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**State Priorities**

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

**Section 1: Stakeholder Engagement**

Instructions and Guiding Questions

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

Instructions

Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions

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

Description of Involvement Processes Implemented	
Involvement Process	Impact on LCAP
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 our 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 the HVS LCAP	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
Board Discussions and Study Sessions. LCAP planning and development was reviewed at several board meetings during the 13/14 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 draft due on June 18th and June 25th.	Board level discussions have assisted staff in prioritizing local feedback and sorting through stakeholder feedback to align our spending plan through the LCAP process.

Description of Involvement Processes Implemented	
Involvement Process	Impact on LCAP
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.	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
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 6 hour computer technician. Priorities of these programs are vetted through the yearly staff and parent survey	The Parent Club has had opportunities to revisit their spending priorities within the context of the LCAP development. There focus is on Course Access through sustaining art and music, computer lab and Academic Achievement throughout the instructional aides.
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.	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.
Small School District Collaborative. In addition to the regular staff meetings, the teachers from all four small single school districts in the county had the opportunity to draft goals in the state priority areas at shared professional development days on November 1, 2013 and February 14, 2014. The staff spent one full day in the two professional development days in the development of goals, activities and priorities for the 14/15 school year.	Teachers drafted suggested goal language in grade level teams and submitted these recommendations to administration as part of the LCAP planning process 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.
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.	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.

## Section 2: Goals and Progress Indicators

### Instructions and Guiding Questions

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

### Instructions:

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

### Guiding Questions:

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

**Section 2: Goals and Progress Indicators**

<sup>1</sup>What needs have been identified and what metrics are used to measure progress?

<sup>2</sup>Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.

<sup>3</sup>Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.

<sup>4</sup>Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.

Description of Goals				
Identified Need and Metric <sup>1</sup>	Description of Goal	Applicable Pupil Subgroup(s) <sup>2</sup>	School(s) Affected <sup>3</sup>	Related State and Local Priorities <sup>4</sup>
1. Conditions of Learning-- Highly Qualified Staff	When hiring teachers at HVS, fully credentialed teachers will have first priority in the hiring process	Schoolwide--No numerically significant subgroups	All--Single School District	BASIC--teacher credentialing
2. To fully implement CC math curriculum in 2014/2015	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.	Schoolwide--No numerically significant subgroups	All--Single School District	BASIC--Pupil Access to Standards Aligned Curriculum
3. Implement Prop 39 improvements	HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.	Schoolwide--No numerically significant subgroups	All--Single School District	BASIC--Facilities in Good Repair
4. Implementation of State Standards	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.	Schoolwide--No numerically significant subgroups	All--Single School District	BASIC--Implementation of State Standards
5. Students are enrolled and have access to all subjects	All students will have access to CA Common Core Standards through the Georgia	Schoolwide--No numerically significant subgroups	All--Single School District	BASIC--Course Access

Description of Goals				
Identified Need and Metric <sup>1</sup>	Description of Goal	Applicable Pupil Subgroup(s) <sup>2</sup>	School(s) Affected <sup>3</sup>	Related State and Local Priorities <sup>4</sup>
	Standards and Triumph online. Teachers will have two release days per trimester to ensure students are making progress towards goals.			
6. Pupil Achievement	To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year.	Schoolwide--No numerically significant subgroups	All--Single School District	Pupil Outcomes
7. Other Pupil Outcomes	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.	Schoolwide--No numerically significant subgroups	All--Single School District	Pupil Outcomes
8. Other Pupil Outcomes	Parents will continue to be partners in education through Parent Club, SSC, Classroom volunteers, Legacy Committee, fundraising and activities within the school.	Schoolwide--No numerically significant subgroups	All--Single School District	Pupil Outcomes
9. Parent Involvement	Students will attend school each and every day. HVS will decrease the number of chronic absentees from 12 to 8 students in the 14/15 school year.	Schoolwide--No numerically significant subgroups	All--Single School District	Engagement
10. Pupil Engagement		Schoolwide--No numerically significant subgroups	All--Single School District	Pupil Engagement



**Section 2: Goals and Progress Indicators**

<sup>1</sup> Based on identified metric.

LCAP Year 1 (2014/2015): Analysis of Progress		
Description of Goal	Analysis of Progress	What will be different / improved for students? <sup>1</sup>
1. When hiring teachers at HVS, fully credentialed teachers will have first priority in the hiring process		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.
2. 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.		This next year, collaboration around vertical articulation will be more formalized, thus increasing the conversation about student success.
3. HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.		Increased energy efficiency and better lighting for the students.
4. 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.		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.
5. All students will have access to CA Common Core Standards through the Georgia Standards and Triumph online. Teachers will have two release days per trimester to ensure students are making progress towards goals.		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.
6. To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year.		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

LCAP Year 1 (2014/2015): Analysis of Progress		
Description of Goal	Analysis of Progress	What will be different / improved for students? <sup>1</sup>
		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.
7. 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.		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.
8. Parents will continue to be partners in education through Parent Club, SSC, Classroom volunteers, Legacy Committee, fundraising and activities within the school.		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.
9. Students will attend school each and every day. HVS will decrease the number of chronic absentees from 12 to 8 students in the 14/15 school year.		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.
10.		The absence and tardy rate will improve by 5% Students will not miss seat time in class which is extremely important for student success.

**Section 2: Goals and Progress Indicators**

<sup>1</sup> Based on identified metric.

LCAP Year 2 (2015/2016): Analysis of Progress		
Description of Goal	Analysis of Progress	What will be different / improved for students? <sup>1</sup>
1. When hiring teachers at HVS, fully credentialed teachers will have first priority in the hiring process		An analysis of the new staff and retention of existing staff will be conducted to evaluate the efficiency of the selection process and outcomes.
2. 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.		After one year of using the Georgia Standards and Triumph online for math, the staff and stakeholders of HVS will conduct a survey and use data to ensure these are the best tools for the students at HVS. The ELA standards and curriculum will be fully implemented.
3. HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.		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.
4. 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.		The 15/16 school year will be spent evaluating the existing math curriculum as well as implementing the agreed upon ELA curriculum
5. All students will have access to CA Common Core Standards through the Georgia Standards and Triumph online. Teachers will have two release days per trimester to ensure students are making progress towards goals.		After utilizing the release days for the 14/15 school year, the staff and board will make the determination of the continued need for these days and if any additional days are warranted.
6. To ensure students are achieving academic success, the staff will use multiple measures of assessment		The staff will take this year to investigate and utilize benchmark assessments in both Math and ELA. This

LCAP Year 2 (2015/2016): Analysis of Progress		
Description of Goal	Analysis of Progress	What will be different / improved for students? <sup>1</sup>
during the school year.		will improve the academic success of the students as there will be a number of different ways to assess student progress towards goals.
7. 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.		The staff and board will have been given feedback from the parent and staff survey regarding the implementation of the new programs and whether or not the need to continue these programs are warranted.
8. Parents will continue to be partners in education through Parent Club, SSC, Classroom volunteers, Legacy Committee, fundraising and activities within the school.		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.
9. Students will attend school each and every day. HVS will decrease the number of chronic absentees from 12 to 8 students in the 14/15 school year.		There will be a more concentrated effort to get the students with chronic absenteeism to school. The students will be monitored throughout the year to observe the increase in participation in class as well as the increase in grades and completed work

**Section 2: Goals and Progress Indicators**

<sup>1</sup> Based on identified metric.

LCAP Year 3 (2016/2017): Analysis of Progress		
Description of Goal	Analysis of Progress	What will be different / improved for students? <sup>1</sup>
1. When hiring teachers at HVS, fully credentialed teachers will have first priority in the hiring process		An analysis of the new staff and retention of existing staff will be conducted to evaluate the efficiency of the selection process and outcomes.
2. 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.		After one year of using the Georgia Standards and Triumph online for math, the staff and stakeholders of HVS will conduct a survey and use data to ensure these are the best tools for the students at HVS. The ELA standards and curriculum will be fully implemented.
3. HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.		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.
4. 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.		The 15/16 school year will be spent evaluating the existing math curriculum as well as implementing the agreed upon ELA curriculum

LCAP Year 3 (2016/2017): Analysis of Progress		
Description of Goal	Analysis of Progress	What will be different / improved for students? <sup>1</sup>
5. All students will have access to CA Common Core Standards through the Georgia Standards and Triumph online. Teachers will have two release days per trimester to ensure students are making progress towards goals.		After utilizing the release days for the 14/15 school year, the staff and board will make the determination of the continued need for these days and if any additional days are warranted.
6. To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year.		The staff will take this year to investigate and utilize benchmark assessments in both Math and ELA. This will improve the academic success of the students as there will be a number of different ways to assess student progress towards goals.
7. 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.		The staff and board will have been given feedback from the parent and staff survey regarding the implementation of the new programs and whether or not the need to continue these programs are warranted.
8. Parents will continue to be partners in education through Parent Club, SSC, Classroom volunteers, Legacy Committee, fundraising and activities within the school.		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.
9. Students will attend school each and every day. HVS		There will be a more concentrated effort to get the

LCAP Year 3 (2016/2017): Analysis of Progress		
Description of Goal	Analysis of Progress	What will be different / improved for students? <sup>1</sup>
will decrease the number of chronic absentees from 12 to 8 students in the 14/15 school year.		students with chronic absenteeism to school. The students will be monitored throughout the year to observe the increase in participation in class as well as the increase in grades and completed work

### **Section 3: Actions, Services, and Expenditures**

#### **Instructions and Guiding Questions**

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

#### **Instructions:**

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

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?



**Section 3: Actions, Services, and Expenditures**

**A. Actions, Services and Expenditures for All Students**

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

<sup>1</sup> Include and identify all goals from Section 2

<sup>2</sup> From Section 2

<sup>3</sup> Indicate if school-wide or LEA-wide

<sup>4</sup> What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

**LCAP Year 1 (2014/2015): Actions, Services and Expenditures for All Students**

Description of Goal <sup>1</sup>		Related State and Local Priorities <sup>2</sup>		Level of Service <sup>3</sup>	
1.	When hiring teachers at HVS, fully credentialed teachers will have first priority in the hiring process	BASIC--teacher credentialing		All--Single School District	
	<b>Level of Service / Action and Services</b>	<b>Proposed Expenditures</b>	<b>Type</b>	<b>Funding Source</b>	<b>Amount</b>
1.1	Only fully credentialed teachers will be considered for employment at HVS.	\$500 for substitutes	1000-1999: Certificated Personnel Salaries	Base	\$500
	Interview panels will consist of teachers, classified, administration and parents	\$60 for Employee Benefits	3000-3999: Employee Benefits	Base	\$60
		\$500 Supplies and Books	4000-4999: Books And Supplies		\$500
1.2	Each year,HVS will extend the Edjoin contract to ensure the recruitment of highly qualified teachers	\$300 for Edjoin Membership	5000-5999: Services And Other Operating Expenditures	Base	\$300
2.	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.	BASIC--Pupil Access to Standards Aligned Curriculum		All--Single School District	
2.1	During the 13/14 school year, Triumph Online was purchased and this yearly contract is completed in January of 2015	\$3,000 for the online subscription	0001-0999: Unrestricted: Locally Defined	Concentration	\$3000

**LCAP Year 1 (2014/2015): Actions, Services and Expenditures for All Students**

2.2	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	\$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	Concentration	\$300
2.3	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.	\$300 for substitutes	1000-1999: Certificated Personnel Salaries	Base	\$300
		\$60 for benefits	3000-3999: Employee Benefits	Base	\$60
3.	HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.		BASIC--Facilities in Good Repair	All--Single School District	
3.1	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
3.2	HVS will also receive another energy audit proposal from the MYNT company to compare proposals	Same as 3.1. Depending on who get the contract.	5800: Professional/Consulting Services And Operating Expenditures	Other	
3.3	HVS board will determine what company to hire for the upgrades				
4.	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.		BASIC--Implementation of State Standards	All--Single School District	
4.1	HVS staff will attend Professional Development days with the other small school districts and review ELA materials	\$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
4.2	Staff will attend staff meetings and other professional development opportunities in the county and bring to the board during	\$500 for substitutes	1000-1999: Certificated Personnel Salaries	Base	\$500

**LCAP Year 1 (2014/2015): Actions, Services and Expenditures for All Students**

	the school year, options for the new ELA curriculum to be implemented.	\$60 for benefits	3000-3999: Employee Benefits	Base	\$60
5.	All students will have access to CA Common Core Standards through the Georgia Standards and Triumph online. Teachers will have two release days per trimester to ensure students are making progress towards goals.		BASIC--Course Access		All--Single School District
5.1	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 \$150 for benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Base Base	\$3600 \$150
5.2	Teachers will spend the 14/15 school year revising and improving the new report card that was approved in the 13/14 school year.	\$600 for substitutes \$50 for benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Base Base	\$600 \$50
6.	To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year.		Pupil Outcomes		All--Single School District
6.1	Staff will meet on a monthly basis to review the progress of the students using the GSS units.				
6.2	Staff will meet each month to have vertical articulation and ensure the skills taught are being built upon from former knowledge.				
6.3	Staff will continue to revise and refine the new report card				
7.	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.		Pupil Outcomes		All--Single School District
7.1	In the 14/15 school year, the upper grade students will be trained in Conflict Resolution	\$300 for program	5800: Professional/Consulting Services And Operating Expenditures	Base	\$300
7.2	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

**LCAP Year 1 (2014/2015): Actions, Services and Expenditures for All Students**

7.3	The staff will investigate the Mindfulness program to be implemented school wide.	\$260 for program	5800: Professional/Consulting Services And Operating Expenditures	Base	\$260
8.	Parents will continue to be partners in education though Parent Club, SSC, Classroom volunteers, Legacy Committee, fundraising and activities within the school.		Pupil Outcomes		All--Single School District
8.1	Parent Club officers will meet with the Superintendent once a month to ensure open communication with regards to school and parent club goals.				
8.2	Site Council will continue to be the governing body to ensure transparency with regards to the LCAP and LCFF.				
8.3	The Legacy Committee will continue to meet and develop a long term plan to increase the Endowment Fun to \$ 1 million dollars				
9.	Students will attend school each and every day. HVS will decrease the number of chronic absentees from 12 to 8 students in the 14/15 school year.		Engagement		All--Single School District
9.1	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
9.2	The parents will receive ongoing communication regarding the importance of good attendance and what the definition of chronic attendance.				
9.3	The school will SARB any student with more than 10% chronic absences.				
10.			Pupil Engagement		All--Single School District



**Section 3: Actions, Services, and Expenditures**

<b>LCAP Year 1 (2014/2015): Review of Actions, Services and Expenditures for All Students</b>		
<b>Description of Goal<sup>1</sup></b>	<b>Related State and Local Priorities<sup>2</sup></b>	<b>Level of Service<sup>3</sup></b>
<p>1. When hiring teachers at HVS, fully credentialed teachers will have first priority in the hiring process</p> <p><b>Action and Services</b></p> <p>1.1 Only fully credentialed teachers will be considered for employment at HVS. Interview panels will consist of teachers, classified, administration and parents</p> <p>1.2 Each year, HVS will extend the Edjoin contract to ensure the recruitment of highly qualified teachers</p>	<p>BASIC--teacher credentialing</p> <p><b>Annual Update: Review of Actions/Services</b></p> <p>Review will be based on annual evaluations and observations of new hires.</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>All--Single School District</p>
<p>2. 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.</p> <p>2.1 During the 13/14 school year, Triumph Online was purchased and this yearly contract is completed in January of 2015</p> <p>2.2 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>2.3 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>BASIC--Pupil Access to Standards Aligned Curriculum</p> <p>Staff will determine whether or not Triumph Online is the best tool for students and will make the decision to renew or review other tools.</p> <p>Staff will report back to administration whether or not this curriculum is enough or if it needs to be supplemented</p> <p>Staff will make recommendations based on the textbook adoptions and curriculum demonstrations they attend.</p>	<p>All--Single School District</p>
<p>3. HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.</p> <p>3.1 HVS will receive a report of the energy audit from AMBAG with regards to upgrading of the lights and windows at HVS.</p> <p>3.2 HVS will also receive another energy audit proposal from the MYNT company to</p>	<p>BASIC--Facilities in Good Repair</p>	<p>All--Single School District</p>

**LCAP Year 1 (2014/2015): Review of Actions, Services and Expenditures for All Students**

compare proposals		
3.3	HVS board will determine what company to hire for the upgrades	
4.	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.	BASIC--Implementation of State Standards All--Single School District
4.1	HVS staff will attend Professional Development days with the other small school districts and review ELA materials	
4.2	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.	
5.	All students will have access to CA Common Core Standards through the Georgia Standards and Triumph online. Teachers will have two release days per trimester to ensure students are making progress towards goals.	BASIC--Course Access All--Single School District
5.1	Teachers will have two release days per trimester to review student progress, prepare the report cards and to meet with parents as needed.	
5.2	Teachers will spend the 14/15 school year revising and improving the new report card that was approved in the 13/14 school year.	
6.	To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year.	Pupil Outcomes All--Single School District
6.1	Staff will meet on a monthly basis to review the progress of the students using the GSS units.	
6.2	Staff will meet each month to have vertical articulation and ensure the skills taught are being built upon from former knowledge.	
6.3	Staff will continue to revise and refine the	

**LCAP Year 1 (2014/2015): Review of Actions, Services and Expenditures for All Students**

new report card

<p>7. 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.</p> <p>7.1 In the 14/15 school year, the upper grade students will be trained in Conflict Resolution</p> <p>7.2 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.</p> <p>7.3 The staff will investigate the Mindfulness program to be implemented school wide.</p>	<p>Pupil Outcomes</p>	<p>All--Single School District</p>
<p>8. Parents will continue to be partners in education through Parent Club, SSC, Classroom volunteers, Legacy Committee, fundraising and activities within the school.</p> <p>8.1 Parent Club officers will meet with the Superintendent once a month to ensure open communication with regards to school and parent club goals.</p> <p>8.2 Site Council will continue to be the governing body to ensure transparency with regards to the LCAP and LCFF.</p> <p>8.3 The Legacy Committee will continue to meet and develop a long term plan to increase the Endowment Fund to \$ 1 million dollars</p>	<p>Pupil Outcomes</p>	<p>All--Single School District</p>
<p>9. Students will attend school each and every day. HVS will decrease the number of chronic absentees from 12 to 8 students in the 14/15 school year.</p> <p>9.1 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.</p>	<p>Engagement</p>	<p>All--Single School District</p>



**LCAP Year 1 (2014/2015): Review of Actions, Services and Expenditures for All Students**

- 9.2 The parents will receive ongoing communication regarding the importance of good attendance and what the definition of chronic attendance.
- 9.3 The school will SARB any student with more than 10% chronic absences.

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10.

Pupil Engagement

All--Single School District

**Section 3: Actions, Services, and Expenditures**

- <sup>1</sup> Include and identify all goals from Section 2
- <sup>2</sup> From Section 2
- <sup>3</sup> Indicate if school-wide or LEA-wide
- <sup>4</sup> What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

LCAP Year 2 (2015/2016): Actions, Services and Expenditures for All Students				
Description of Goal <sup>1</sup>	Related State and Local Priorities <sup>2</sup>	Level of Service <sup>3</sup>	Level of Service / Action and Services	Proposed Expenditures
1. When hiring teachers at HVS, fully credentialed teachers will have first priority in the hiring process	BASIC---teacher credentialing	All--Single School District		
			1.1 see 14/15	
2. 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.	BASIC--Pupil Access to Standards Aligned Curriculum	All--Single School District		
			2.1 see 14/15	
3. HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.	BASIC--Facilities in Good Repair	All--Single School District		
			3.1 see 14/15	
4. 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.	BASIC--Implementation of State Standards	All--Single School District		
			4.1 see 14/15	
5. All students will have access to CA Common Core Standards through the Georgia Standards and Triumph online. Teachers will have two release days per trimester to ensure students are making progress towards goals.	BASIC--Course Access	All--Single School District		
			5.1 see 14/15	

**LCAP Year 2 (2015/2016): Actions, Services and Expenditures for All Students**

6. To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year. 6.1 see 14/15	Pupil Outcomes	All--Single School District
7. 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. 7.1 see 14/15	Pupil Outcomes	All--Single School District
8. Parents will continue to be partners in education through Parent Club, SSC, Classroom volunteers, Legacy Committee, fundraising and activities within the school. 8.1 see 14/15	Pupil Outcomes	All--Single School District
9. Students will attend school each and every day. HVS will decrease the number of chronic absentees from 12 to 8 students in the 14/15 school year. 9.1 see 14/15	Engagement	All--Single School District
10.	Pupil Engagement	All--Single School District

**Section 3: Actions, Services, and Expenditures**

<b>LCAP Year 2 (2015/2016): Review of Actions, Services and Expenditures for All Students</b>		
<b>Description of Goal<sup>1</sup></b>	<b>Related State and Local Priorities<sup>2</sup></b>	<b>Level of Service<sup>3</sup></b>
<p>1. When hiring teachers at HVS, fully credentialed teachers will have first priority in the hiring process</p> <p><b>Action and Services</b></p> <p>1.1 see 14/15</p>	<p>BASIC--teacher credentialing</p> <p style="text-align: center;"><b>Annual Update: Review of Actions/Services</b></p>	<p>All--Single School District</p>
<p>2. 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.</p> <p>2.1 see 14/15</p>	<p>BASIC--Pupil Access to Standards Aligned Curriculum</p>	<p>All--Single School District</p>
<p>3. HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.</p> <p>3.1 see 14/15</p>	<p>BASIC--Facilities in Good Repair</p>	<p>All--Single School District</p>
<p>4. 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.</p> <p>4.1 see 14/15</p>	<p>BASIC--Implementation of State Standards</p>	<p>All--Single School District</p>
<p>5. All students will have access to CA Common Core Standards through the Georgia Standards and Triumph online. Teachers will have two release days per trimester to ensure students are making progress towards goals.</p> <p>5.1 see 14/15</p>	<p>BASIC--Course Access</p>	<p>All--Single School District</p>
<p>6. To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year.</p> <p>6.1 see 14/15</p>	<p>Pupil Outcomes</p>	<p>All--Single School District</p>
<p>7. 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.</p> <p>7.1 see 14/15</p>	<p>Pupil Outcomes</p>	<p>All--Single School District</p>

**LCAP Year 2 (2015/2016): Review of Actions, Services and Expenditures for All Students**

8.	Parents will continue to be partners in education through Parent Club, SSC, Classroom volunteers, Legacy Committee, fundraising and activities within the school.	Pupil Outcomes	All--Single School District
8.1 see 14/15			
9.	Students will attend school each and every day. HVS will decrease the number of chronic absentees from 12 to 8 students in the 14/15 school year.	Engagement	All--Single School District
9.1 see 14/15			
10.		Pupil Engagement	All--Single School District

**Section 3: Actions, Services, and Expenditures**

<sup>1</sup> Include and identify all goals from Section 2

<sup>2</sup> From Section 2

<sup>3</sup> Indicate if school-wide or LEA-wide

<sup>4</sup> What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

LCAP Year 3 (2016/2017): Actions, Services and Expenditures for All Students				
Description of Goal <sup>1</sup>	Related State and Local Priorities <sup>2</sup>	Level of Service <sup>3</sup>		
1. When hiring teachers at HVS, fully credentialed teachers will have first priority in the hiring process	BASIC---teacher credentialing	All--Single School District		
Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
2. 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.	BASIC--Pupil Access to Standards Aligned Curriculum		All--Single School District	
3. HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.	BASIC--Facilities in Good Repair		All--Single School District	
4. 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.	BASIC--Implementation of State Standards		All--Single School District	
5. All students will have access to CA Common Core Standards through the Georgia Standards and Triumph online. Teachers will have two release days per trimester to ensure students are making progress towards goals.	BASIC--Course Access		All--Single School District	
6. To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year.	Pupil Outcomes		All--Single School District	
7. 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.	Pupil Outcomes		All--Single School District	
8. Parents will continue to be partners in education though Parent Club, SSC,	Pupil Outcomes		All--Single School District	

**LCAP Year 3 (2016/2017): Actions, Services and Expenditures for All Students**

Classroom volunteers, Legacy Committee, fundraising and activities within the school.

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9.	Students will attend school each and every day. HVS will decrease the number of chronic absentees from 12 to 8 students in the 14/15 school year.	Engagement	All--Single School District
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10.		Pupil Engagement	All--Single School District
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**Section 3: Actions, Services, and Expenditures**

<b>LCAP Year 3 (2016/2017): Review of Actions, Services and Expenditures for All Students</b>		
<b>Description of Goal<sup>1</sup></b>	<b>Related State and Local Priorities<sup>2</sup></b>	<b>Level of Service<sup>3</sup></b>
1. When hiring teachers at HVS, fully credentialed teachers will have first priority in the hiring process	BASIC--teacher credentialing	All--Single School District
<b>Annual Update: Review of Actions/Services</b>		
2. 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.	BASIC--Pupil Access to Standards Aligned Curriculum	All--Single School District
3. HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.	BASIC--Facilities in Good Repair	All--Single School District
4. 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.	BASIC--Implementation of State Standards	All--Single School District
5. All students will have access to CA Common Core Standards through the Georgia Standards and Triumph online. Teachers will have two release days per trimester to ensure students are making progress towards goals.	BASIC--Course Access	All--Single School District
6. To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year.	Pupil Outcomes	All--Single School District
7. 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.	Pupil Outcomes	All--Single School District
8. Parents will continue to be partners in education though Parent Club, SSC, Classroom volunteers, Legacy Committee, fundraising and activities within the school.	Pupil Outcomes	All--Single School District
9. Students will attend school each and every day. HVS will decrease the number of chronic absentees from 12 to 8 students in the 14/15 school year.	Engagement	All--Single School District



LCAP Year 3 (2016/2017): Review of Actions, Services and Expenditures for All Students

10.

Pupil Engagement

All--Single School District

**Section 3: Actions, Services, and Expenditures**

**B. Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils**

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

<sup>1</sup> Include and identify all goals from Section 2

<sup>2</sup> From Section 2

<sup>3</sup> Indicate if school-wide or LEA-wide

<sup>4</sup> What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

**LCAP Year 1 (2014/2015): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils**

Description of Goal <sup>1</sup>	Related State and Local Priorities <sup>2</sup>	Level of Service <sup>3</sup>
1. When hiring teachers at HVS, fully credentialed teachers will have first priority in the hiring process	BASIC--teacher credentialing	All--Single School District
<b>Level of Service / Action and Services</b>	<b>Proposed Expenditures</b>	<b>Type</b>
<b>Funding Source</b>	<b>Amount</b>	
1.1 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	
2. 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.	BASIC--Pupil Access to Standards Aligned Curriculum	All--Single School District
2.1 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	
3. HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.	BASIC--Facilities in Good Repair	All--Single School District

**LCAP Year 1 (2014/2015): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils**

3.1	See Section 3A		
4.	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.	BASIC--Implementation of State Standards	All--Single School District
4.1	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	
5.	All students will have access to CA Common Core Standards through the Georgia Standards and Triumph online. Teachers will have two release days per trimester to ensure students are making progress towards goals.	BASIC--Course Access	All--Single School District
5.1	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	
6.	To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year.	Pupil Outcomes	All--Single School District
6.1	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	
7.	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.	Pupil Outcomes	All--Single School District
7.1	In addition to the delineated services in place to support Socioeconomically	See Section 3A	

**LCAP Year 1 (2014/2015): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils**

Disadvantaged students, future HVS enrollees as EL, IFEP, RFEP, or Foster Youth will receive priority to programs and services

8. Parents will continue to be partners in education through Parent Club, SSC, Classroom volunteers, Legacy Committee, fundraising and activities within the school.	Pupil Outcomes	All--Single School District
8.1 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	
9. Students will attend school each and every day. HVS will decrease the number of chronic absentees from 12 to 8 students in the 14/15 school year.	Engagement	All--Single School District
9.1 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	
10.	Pupil Engagement	All--Single School District

**Section 3: Actions, Services, and Expenditures**

LCAP Year 1 (2014/2015): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils		
Description of Goal <sup>1</sup>	Related State and Local Priorities <sup>2</sup>	Level of Service <sup>3</sup>
<p>1. When hiring teachers at HVS, fully credentialed teachers will have first priority in the hiring process</p> <p><b>Action and Services</b></p> <p>1.1 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>BASIC--teacher credentialing</p> <p><b>Annual Update: Review of Actions/Services</b></p>	<p>All--Single School District</p>
<p>2. 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.</p> <p>2.1 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>BASIC--Pupil Access to Standards Aligned Curriculum</p>	<p>All--Single School District</p>
<p>3. HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.</p>	<p>BASIC--Facilities in Good Repair</p>	<p>All--Single School District</p>
<p>4. 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.</p> <p>4.1 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>BASIC--Implementation of State Standards</p>	<p>All--Single School District</p>
<p>5. All students will have access to CA Common Core Standards through the Georgia Standards and Triumph online. Teachers will have two release days per trimester</p>	<p>BASIC--Course Access</p>	<p>All--Single School District</p>

**LCAP Year 1 (2014/2015): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils**

to ensure students are making progress towards goals.

5.1 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

6. To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year. Pupil Outcomes All--Single School District

6.1 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

7. 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. Pupil Outcomes All--Single School District

7.1 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

8. Parents will continue to be partners in education through Parent Club, SSC, Classroom volunteers, Legacy Committee, fundraising and activities within the school. Pupil Outcomes All--Single School District

8.1 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

9. Students will attend school each and every day. HVS will decrease the number of chronic absentees from 12 to 8 students in the 14/15 school year. Engagement All--Single School District

9.1 In addition to the delineated services in place to support Socioeconomically Disadvantaged students, future HVS

**LCAP Year 1 (2014/2015): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils**

enrollees as EL, IFEP, RFEP, or Foster Youth  
will receive priority to programs and services

10.

Pupil Engagement

All--Single School District

**Section 3: Actions, Services, and Expenditures**

<sup>1</sup> Include and identify all goals from Section 2

<sup>2</sup> From Section 2

<sup>3</sup> Indicate if school-wide or LEA-wide

<sup>4</sup> What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

LCAP Year 2 (2015/2016): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils				
Description of Goal <sup>1</sup>	Related State and Local Priorities <sup>2</sup>	Level of Service <sup>3</sup>		
1. When hiring teachers at HVS, fully credentialed teachers will have first priority in the hiring process	BASIC---teacher credentialing	All--Single School District		
Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
2. 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.	BASIC--Pupil Access to Standards Aligned Curriculum		All--Single School District	
3. HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.	BASIC--Facilities in Good Repair		All--Single School District	
4. 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.	BASIC--Implementation of State Standards		All--Single School District	
5. All students will have access to CA Common Core Standards through the Georgia Standards and Triumph online. Teachers will have two release days per trimester to ensure students are making progress towards goals.	BASIC--Course Access		All--Single School District	
6. To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year.	Pupil Outcomes		All--Single School District	
7. 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.	Pupil Outcomes		All--Single School District	
8. Parents will continue to be partners in education though Parent Club, SSC,	Pupil Outcomes		All--Single School District	



**LCAP Year 2 (2015/2016): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils**

Classroom volunteers, Legacy Committee, fundraising and activities within the school.

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9.	Students will attend school each and every day. HVS will decrease the number of chronic absentees from 12 to 8 students in the 14/15 school year.	Engagement	All--Single School District
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10.		Pupil Engagement	All--Single School District
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**Section 3: Actions, Services, and Expenditures**

LCAP Year 2 (2015/2016): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils		
Description of Goal <sup>1</sup>	Related State and Local Priorities <sup>2</sup>	Level of Service <sup>3</sup>
1. When hiring teachers at HVS, fully credentialed teachers will have first priority in the hiring process	BASIC--teacher credentialing	All--Single School District
<b>Annual Update: Review of Actions/Services</b>		
2. 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.	BASIC--Pupil Access to Standards Aligned Curriculum	All--Single School District
3. HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.	BASIC--Facilities in Good Repair	All--Single School District
4. 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.	BASIC--Implementation of State Standards	All--Single School District
5. All students will have access to CA Common Core Standards through the Georgia Standards and Triumph online. Teachers will have two release days per trimester to ensure students are making progress towards goals.	BASIC--Course Access	All--Single School District
6. To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year.	Pupil Outcomes	All--Single School District
7. 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.	Pupil Outcomes	All--Single School District
8. Parents will continue to be partners in education though Parent Club, SSC, Classroom volunteers, Legacy Committee, fundraising and activities within the school.	Pupil Outcomes	All--Single School District
9. Students will attend school each and every day. HVS will decrease the number of chronic absentees from 12 to 8 students in the 14/15 school year.	Engagement	All--Single School District

**LCAP Year 2 (2015/2016): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils**

10.

Pupil Engagement

All--Single School District

**Section 3: Actions, Services, and Expenditures**

<sup>1</sup> Include and identify all goals from Section 2

<sup>2</sup> From Section 2

<sup>3</sup> Indicate if school-wide or LEA-wide

<sup>4</sup> What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

LCAP Year 3 (2016/2017): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils				
Description of Goal <sup>1</sup>	Related State and Local Priorities <sup>2</sup>	Level of Service <sup>3</sup>		
1. When hiring teachers at HVS, fully credentialed teachers will have first priority in the hiring process	BASIC---teacher credentialing	All--Single School District		
Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
2. 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.	BASIC--Pupil Access to Standards Aligned Curriculum		All--Single School District	
3. HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.	BASIC--Facilities in Good Repair		All--Single School District	
4. 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.	BASIC--Implementation of State Standards		All--Single School District	
5. All students will have access to CA Common Core Standards through the Georgia Standards and Triumph online. Teachers will have two release days per trimester to ensure students are making progress towards goals.	BASIC--Course Access		All--Single School District	
6. To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year.	Pupil Outcomes		All--Single School District	
7. 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.	Pupil Outcomes		All--Single School District	
8. Parents will continue to be partners in education though Parent Club, SSC,	Pupil Outcomes		All--Single School District	

**LCAP Year 3 (2016/2017): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils**

Classroom volunteers, Legacy Committee, fundraising and activities within the school.

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9.	Students will attend school each and every day. HVS will decrease the number of chronic absentees from 12 to 8 students in the 14/15 school year.	Engagement	All--Single School District
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10.		Pupil Engagement	All--Single School District
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**Section 3: Actions, Services, and Expenditures**

<b>LCAP Year 3 (2016/2017): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils</b>		
<b>Description of Goal<sup>1</sup></b>	<b>Related State and Local Priorities<sup>2</sup></b>	<b>Level of Service<sup>3</sup></b>
1. When hiring teachers at HVS, fully credentialed teachers will have first priority in the hiring process	BASIC--teacher credentialing	All--Single School District
<b>Annual Update: Review of Actions/Services</b>		
2. 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.	BASIC--Pupil Access to Standards Aligned Curriculum	All--Single School District
3. HVS will take into consideration the report and findings from AMBAG with regards to upgrading window and lighting to increase energy efficiency.	BASIC--Facilities in Good Repair	All--Single School District
4. 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.	BASIC--Implementation of State Standards	All--Single School District
5. All students will have access to CA Common Core Standards through the Georgia Standards and Triumph online. Teachers will have two release days per trimester to ensure students are making progress towards goals.	BASIC--Course Access	All--Single School District
6. To ensure students are achieving academic success, the staff will use multiple measures of assessment during the school year.	Pupil Outcomes	All--Single School District
7. 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.	Pupil Outcomes	All--Single School District
8. Parents will continue to be partners in education though Parent Club, SSC, Classroom volunteers, Legacy Committee, fundraising and activities within the school.	Pupil Outcomes	All--Single School District
9. Students will attend school each and every day. HVS will decrease the number of chronic absentees from 12 to 8 students in the 14/15 school year.	Engagement	All--Single School District

**LCAP Year 3 (2016/2017): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils**

10.

Pupil Engagement

All--Single School District

**Section 3: Actions, Services, and Expenditures**

**C. Description/Justification of LCFF Expenditures**

C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Happy Valley's unduplicated counts for pupils who meet the LCFF supplemental requirement is 13%. The resulting \$11,082 in supplemental has been dedicated to increased instructional support with at risk students through the RTI program at school. The Board of Trustees adopted policy that includes assurances to commit financial and human resources for all students to access high levels of academic achievement. In addition, scholarship funds are available for low-income families to ensure full access to all support classes, excursions and enrichment opportunities.

<b>Total Expenditures by Funding Source</b>				
<b>Funding Source</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>All Funding Sources</b>	<b>15,640.00</b>	<b>0.00</b>	<b>0.00</b>	<b>15,640.00</b>
Base	12,340.00	0.00	0.00	12,340.00
Concentration	3,300.00	0.00	0.00	3,300.00

<b>Total Expenditures by Object Type</b>				
<b>Object Type</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>All Expenditure Types</b>	<b>15,640.00</b>	<b>0.00</b>	<b>0.00</b>	<b>15,640.00</b>
0001-0999: Unrestricted: Locally Defined	3,000.00	0.00	0.00	3,000.00
1000-1999: Certificated Personnel Salaries	9,700.00	0.00	0.00	9,700.00
3000-3999: Employee Benefits	380.00	0.00	0.00	380.00
4000-4999: Books And Supplies	1,400.00	0.00	0.00	1,400.00
5000-5999: Services And Other Operating Expenditures	300.00	0.00	0.00	300.00
5800: Professional/Consulting Services And Operating Expenditures	860.00	0.00	0.00	860.00

<b>Total Expenditures by Object Type and Funding Source</b>					
<b>Object Type</b>	<b>Funding Source</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>All Expenditure Types</b>	<b>All Funding Sources</b>	<b>15,640.00</b>	<b>0.00</b>	<b>0.00</b>	<b>15,640.00</b>
0001-0999: Unrestricted: Locally Defined	Concentration	3,000.00	0.00	0.00	3,000.00
1000-1999: Certificated Personnel Salaries	Base	9,700.00	0.00	0.00	9,700.00
3000-3999: Employee Benefits	Base	380.00	0.00	0.00	380.00
4000-4999: Books And Supplies	Base	1,100.00	0.00	0.00	1,100.00
4000-4999: Books And Supplies	Concentration	300.00	0.00	0.00	300.00



<b>Total Expenditures by Object Type and Funding Source</b>					
<b>Object Type</b>	<b>Funding Source</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
5000-5999: Services And Other Operating Expenditures	Base	300.00	0.00	0.00	300.00
5800: Professional/Consulting Services And Operating Expenditures	Base	860.00	0.00	0.00	860.00

### Section 3: Actions, Services, and Expenditures

#### **D. Description of Increased Services for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils**

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

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In the 2014/15 school year, the district will increase services well over the proportionally requirement of 1.42% to enhance the learning outcomes for ALL students. HVS is investing in numerous initiatives (examples include, but are not limited to:certificated release time, high quality staff development time, augmented classroom technology and increased instructional materials) to ensure all HVS students receive an academically rigorous and skillfully designed K-6 education. Students living in economically disadvantaged households are provided scholarships, waived fees, and additional staff time to guarantee access and increase service as needed. We are committed to ensuring that ALL of our students are scholastically and socially well prepared and will enjoy equal opportunities for future success in college and career. In the 2014/15 school year, the district will increase services well over the proportionally requirement of 1.42% to enhance the learning outcomes for ALL students. HVS is investing in numerous initiatives (examples include, but are not limited to:certificated release time, high quality staff development time, augmented classroom technology and increased instructional materials) to ensure all HVS students receive an academically rigorous and skillfully designed K-6 education. Students living in economically disadvantaged households are provided scholarships, waived fees, and additional staff time to guarantee access and increase service as needed. We are committed to ensuring that ALL of our students are scholastically and socially well prepared and will enjoy equal opportunities for future success in college and career.