

Introduction:

LEA: Higher Learning Academy **Contact (Name, Title, Email, Phone Number):** Deborah Avalos, Principal, deborah.avalos@gcccharters.org, 916-286-5183 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Higher Learning Academy has included parents, community members, pupils, staff members, and other stakeholders in the following manner:</p> <p>Discussions at staff meetings throughout the year regarding the needs of the school and our students.</p> <p>A parent survey in Spring of 2016.</p>	<p>Through the involvement process the stakeholders of the school were able to understand the 8 defining parameters with more clarity and were better informed about the process of LCAP and how specific goals were set that with the focus on making the school a better place for students. The large goal in mind is the focus of student achievement. Through various means such as the survey as well as opportunities like School Site Council, parents and stakeholders were able to offer valuable input. In particular, input from the School Site Council was very helpful.</p>

<p>A student survey in Spring of 2016.</p> <p>Discussion and input at multiple School Site Council meetings from January through May.</p> <p>School administration met and discussed how goals in their SSD plans, WASC plans, Gateway Community Charters (GCC, Charter Management Organization) annual Focus Goals and Objectives, and the charter petition, aligned with the eight State priorities under the LCAP.</p> <p>School administration met GCC administration on several occasions to review the original plan and discuss this revised year one plan.</p> <p>The LCAP plan was presented to the GCC Board on June 7,2016 for questions and input</p> <p>The LCAP plan was approved by the GCC Board on June 28,2016</p>	<p>Parent survey indicated a need to offer additional academic interventions in the after school program.</p> <p>Student surveys indicated a need to increase the level of emotional and problem solving support for students at HLA</p> <p>Budget discussions involved meeting the needs of HLA parents and students whild still remaining fiscally sound. Additional support staff will be added in the area of counseling and behavioral support</p>
<p>Annual Update:</p> <p>HLA has included parents, community members, pupils, staff members, and other stakeholders in the following manner during the 2015-2016 school year: At the beginning of the school year, school administration met with the School Leadership Team to review LCAP goals, action items and other key information gathered during the initial LCAP creation based on the input from the surveys and stakeholder engagement meeting notes.</p> <p>Throughout the 2015-2016 school year, updates and progress reports on LCAP were made available to stakeholders at multiple school locations through School Site Council, ELAC, & other parent engagement events. Student groups were either surveyed or gathered into focus groups for an annual survey. In addition, the school administration and leadership team continues to work on a matrix relating to how goals in their SSD plans, WASC plans, Gateway Community Charters (GCC, Charter Management Organization) annual Focus Areas, Goals and Strategies, the charter petition, aligned with the eight State</p>	<p>Annual Update:</p> <p>Gateway Community Charters and HLA administrative teams collaborated to review and analyze student achievement and perception data throughout the school year.</p> <p>Gateway Community Charters leadership provided training and on-going support for Principals on LCAP reporting, revisions, and alignment for new LCAP format for the 15-16 school year.</p> <p>HLA administration and leadership team worked to begin a process of goal and measurable outcome alignment around LCAP, SPSA, WASC criteria, & our current Charter Measurable Student Outcomes</p> <p>LCAP progress and updated communicated to School Site Council</p>

priorities under the LCAP.

After receiving feedback from these groups, the School Leadership Team made revisions and completed all required annual updates to the LCAP plan taking into consideration the input from the various stakeholder groups (March-May 2016). This draft was then submitted to Gateway Community Charters leadership for additional input on the three year LCAP process (May 2016). The final draft of the LCAP was then submitted to the board of directors of Gateway Community Charters as a report item on the meeting agenda (June 2016). After input from the board, final revisions were made by the school leadership teams and re-submitted to the GCC board of directors for final approval (June 2016).

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	HLA will provide professional development and data systems to enhance student achievement. The professional development will include work to increase teacher expertise with the newly adopted curricula, teacher methods and positive and inclusive school culture	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	Professional Development Agendas Sign-in sheets Observations	
Goal Applies to:	Schools: Applicable Pupil Subgroups:	All Students Socioeconomically Disadvantaged African American subgroup White subgroup Hispanic/Latino subgroup

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Teacher participate in a wide range of professional development activities that average 20 hours per year per person.

Teachers will be observed once a month to assist and support them in effective instructional practices,

75% of students will show a scaled score increase in Renaissance Learning of 55 points or more in EL.

75% of students will show a scaled score increase in Renaissance Learning of 55 points or more in math.

All HLA students will complete a minimum of one math project that is linked to a real world situation.

All HLA students will make 1 year’s growth in reading for one school year attended.

All HLA students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue and deepen professional development for recently adopted common core curricula (CKLA, Amplify EL and enVision Math). This PD includes support for the effective use of technology.</p> <p>Continue data driven instruction professional development (e.g., Illuminate and Renaissance, SuccessMaker).</p> <p>Continue Peer to Peer classroom observations (Additional sub cost will be a Title 1 cost.)</p> <p>Continue principal coaching of teachers</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent</p> <p>English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Professional development 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000</p>
<p>BTSA training and support</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent</p> <p>English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>BTSA 5800: Professional/Consulting Services And Operating Expenditures Other 10,000</p>

<p>Capturing Kids Hearts</p>		<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>School Culture and Climate 5800: Professional/Consulting Services And Operating Expenditures Title I 5000</p>
<p>HLA share of cost for Illuminate</p>		<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Student Achievement Data Management System 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1500</p>
<p>School will provide PD for SDAIE techniques and working with EL Students</p>		<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>GLAD training to assist in language development for K-8 students 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6000</p>
<p>Teacher salaries for extra professional development</p>	<p>salaries</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>five additional PD days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000</p>
<p>Professional development to assist students in self-</p>	<p>profession</p>	<p><input checked="" type="checkbox"/> All -----</p>	<p>Mindfulness Curriculum 5800: Professional/Consulting</p>

managing behavior and increase positive school culture	al developm ent	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Services And Operating Expenditures Title I 7,8000 Restorative Justice 5800: Professional/Consulting Services And Operating Expenditures Title I 14,400
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>Teacher participate in a wide range of professional development activities that average 20 hours per year per person.</p> <p>Teachers will be observed once a month to assist and support them in effective instructional practices,</p> <p>75% of students will show a scaled score increase in Renaissance Learning of 60 points or more in EL.</p> <p>75% of students will show a scaled score increase in Renaissance Learning of 60 points or more in math.</p> <p>All HLA students will complete a minimum of one math project that is linked to a real world situation.</p> <p>All HLA students will make 1 year’s growth in reading for one school year attended.</p> <p>All HLA students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue and deepen professional development for recently adopted common core curricula (CKLA, Amplify EL and enVision Math). This PD includes support for the effective use of technology.</p> <p>Continue data driven instruction professional development (e.g., Illuminate and Renaissance, SuccessMaker).</p> <p>Continue Peer to Peer classroom observations (Additional sub cost will be a Title 1 cost.)</p> <p>Continue principal coaching of teachers</p>		<p><u>X</u> All -----</p> <p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	Professional development 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000

<p>BTSA training and support</p>		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>BTSA 5800: Professional/Consulting Services And Operating Expenditures Other 12,000</p>
<p>Capturing Kids Hearts</p>		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>School Culture and Climate 5800: Professional/Consulting Services And Operating Expenditures Title I 6000</p>
<p>HLA share of cost for Illuminate</p>		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Student Achievement Data Management System 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1500</p>
<p>School will provide PD for SDAIE techniques and working with EL Students</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>GLAD training to assist in language development for K-8 students 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10,000</p>
<p>Teacher salaries for extra professional development</p>	<p>salaries</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>five additional PD days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000</p>

		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Continue professional development to assist students in self-managing behavior and increase positive school culture	professional development	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Mindfulness Curriculum 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000 Restorative Justice 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Teacher participate in a wide range of professional development activities that average 20 hours per year per person. Teachers will be observed once a month to assist and support them in effective instructional practices, 75% of students will show a scaled score increase in Renaissance Learning of 65 points or more in EL. 75% of students will show a scaled score increase in Renaissance Learning of 65 points or more in math. All HLA students will complete a minimum of one math project that is linked to a real world situation. All HLA students will make 1 year’s growth in reading for one school year attended. All HLA students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue and deepen professional development for recently adopted common core curricula (CKLA, Amplify EL and enVision Math). This PD includes support for the effective use of technology.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Professional development 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000

<p>Continue data driven instruction professional development (e.g., Illuminate and Renaissance, SuccessMaker).</p> <p>Continue Peer to Peer classroom observations (Additional sub cost will be a Title 1 cost.)</p> <p>Continue principal coaching of teachers</p>		<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>BTSA training and support</p>		<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>BTSA 5800: Professional/Consulting Services And Operating Expenditures Other 10,000</p>
<p>Capturing Kids Hearts</p>		<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>School Culture and Climate 5800: Professional/Consulting Services And Operating Expenditures Title I 5000</p>
<p>HLA share of cost for Illuminate</p>		<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Student Achievement Data Management System 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1500</p>
<p>School will provide PD for SDAIE techniques and working with EL Students</p>		<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>GLAD training to assist in language development for K-8 students 5800: Professional/Consulting Services And</p>

		<input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Operating Expenditures Supplemental and Concentration 6000
Teacher salaries for extra professional development	salaries	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	five additional PD days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000
Professional development to assist students in self-managing behavior and increase positive school culture	professional development	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	Mindfulness Curriculum 5800: Professional/Consulting Services And Operating Expenditures Title I 7,8000 Restorative Justice 5800: Professional/Consulting Services And Operating Expenditures Title I 14,400

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

	<p>HLA will continue to implement K-8 curricula that supports the overall objectives of common core and the adopted CA CC standards in EL and Math.</p> <p>HLA will expand its curriculum offerings in a manner that support the rich focus of the Common Core, including the arts, and world languages.</p> <p>GOAL 2: HLA will enhance curricula resources for ELL students.</p> <p>HLA will enhance technology resources to support student learning</p> <p>HLA will increase college and career preparation and exploration, service learning and enrichment/learning extension opportunities (field trips) for all students.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
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Identified Need :	Curriculum Personnel purchase requisition PD agendas
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Goal Applies to:	Schools: HLA	Applicable Pupil Subgroups: All students
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>75% of students showed a scaled score increase in Renaissance Learning of 50 points or more in EL.</p> <p>75% of students showed a scaled score increase in Renaissance Learning of 50 points or more in math.</p> <p>All students will have access to Common Core aligned materials in ELA and Math subjects.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Add/support supplemental curriculum materials to support writing</p> <p>Add/support Science curriculum that is aligned with the New Science standards as well as our service learning objectives.</p> <p>Add additional ELL support curriculum</p>		<p>_ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Textbooks and Materials 4000-4999: Books And Supplies</p> <p>Supplemental 15000</p>

<p>Continue to support the fine arts into the education program at HLA that is aligned/congruent with Core Knowledge. (This may be done by contracting with one or more providers/partners, doing in-house, or some combination.)</p>		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Crocker Art Museum or other provider 5800: Professional/Consulting Services And Operating Expenditures Supplemental 15,000</p>
<p>Additional technology support to support student learning</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Chromebooks or Laptops 4000-4999: Books And Supplies Title I 15,000</p>
<p>Continue to support college and career preparation and exploration, service learning and enrichment/learning extension opportunities (field trips) for all students</p>		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Field Trips to Universities 5000-5999: Services And Other Operating Expenditures Supplemental 5000</p>
<p>Purchase of additional curriculum to support intermediate grades implementation of CCCS math and ELA</p>		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent</p>	<p>Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 56,884</p>

		English proficient Other Subgroups: (Specify)	
Spanish Instruction for students to increase student and family engagement	tutoring services afterschool	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.75 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration 24,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	75% of students showed a scaled score increase in Renaissance Learning of 60 points or more in EL. 75% of students showed a scaled score increase in Renaissance Learning of 60 points or more in math. All students will have access to Common Core aligned materials in ELA and Math subjects.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Add/support supplemental curriculum materials to support writing Add/support Science curriculum that is aligned with the New Science standards as well as our service learning objectives. Add additional ELL support curriculum		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Textbooks and Materials 4000-4999: Books And Supplies Supplemental 25000
Continue to support the fine arts into the education program at HLA that is aligned/congruent with Core		<input checked="" type="checkbox"/> All OR:	Crocker Art Museum or other provider 5800: Professional/Consulting Services And Operating Expenditures

<p>Knowledge. (This may be done by contracting with one or more providers/partners, doing in-house, or some combination.)</p>		<p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Supplemental 20,000</p>
<p>Continue to support college and career preparation and exploration, service learning and enrichment/learning extension opportunities (field trips) for all students</p>		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Field Trips to Universities 5000-5999: Services And Other Operating Expenditures Supplemental 7000</p>
<p>Purchase of additional curriculum to support intermediate grades implementation of CCCS math and ELA</p>		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 40,000</p>
<p>Continue Spanish Instruction for students to increase student and family engagement</p>	<p>tutoring services afterschool</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>.1.0 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>75% of students showed a scaled score increase in Renaissance Learning of 65 points or more in EL.</p> <p>75% of students showed a scaled score increase in Renaissance Learning of 65 points or more in math.</p> <p>All students will have access to Common Core aligned materials in ELA and Math subjects.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Add/support supplemental curriculum materials to support writing</p> <p>Add/support Science curriculum that is aligned with the New Science standards as well as our service learning objectives.</p> <p>Add additional ELL support curriculum</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Textbooks and Materials 4000-4999: Books And Supplies Supplemental 20,000</p>
<p>Continue to support the fine arts into the education program at HLA that is aligned/congruent with Core Knowledge. (This may be done by contracting with one or more providers/partners, doing in-house, or some combination.)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Crocker Art Museum or other provider 5800: Professional/Consulting Services And Operating Expenditures Supplemental 25,000</p>
		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent</p>	

		English proficient Other Subgroups: (Specify)	
Continue to support college and career preparation and exploration, service learning and enrichment/learning extension opportunities (field trips) for all students		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Field Trips to Universities 5000-5999: Services And Other Operating Expenditures Supplemental 7000
Purchase of additional curriculum to support intermediate grades implementation of CCCS math and ELA		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 35,000
Continue Spanish Instruction for students to increase student and family engagement	tutoring services afterschool	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.0 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30,000

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

GOAL 3:	School will serve struggling students through RTI that assess below grade level standards and/or have behavioral challenges both during the school day and in the after school program	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Response to Intervention schedules sample assessments growth reports
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Goal Applies to:	Schools: HLA	
	Applicable Pupil Subgroups:	All Students Socioeconomically Disadvantaged African American subgroup White subgroup Hispanic/Latino subgroup

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	75% of students showed a scaled score increase in Renaissance Learning of 50 points or more in EL. 75% of students showed a scaled score increase in Renaissance Learning of 50 points or more in math. 75% of students in level 2 and 3 behavior RTI will show a drop of behavioral referrals to the office of 50%. HLA will establish a baseline of in-house and out of school suspensions
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SuccessMaker online program		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Annual Subscription 5000-5999: Services And Other Operating Expenditures Title I 5000

<p>Renaissance learning</p>		<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>2000 5000-5999: Services And Other Operating Expenditures Supplemental 2000</p>
<p>para educator staffing to support students academically and behaviorally</p>		<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>1.5 FTE 2000-2999: Classified Personnel Salaries Supplemental 60000</p>
<p>Consulting Services relating to School Climate/Student Behavioral Issues including but not limited to services from Mutual Assistance Network</p>		<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Family and Student Counseling 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000</p>
<p>Acquire additional Character Education curriculum and materials.</p>		<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>5000 4000-4999: Books And Supplies Lottery 5000</p>
<p>After School Intervention and Tutoring</p>		<p><input type="checkbox"/> All -----</p>	<p>to support intervention and tutoring 5800:</p>

		OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20,000
Intervention teacher (.8) to support and manage the Rtl program		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	.8 Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 40,000
1.0 FTE teacher to lower the student to teacher ratio in grade 5		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1.0 FTE teacher 2000-2999: Classified Personnel Salaries Supplemental and Concentration 68,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	75% of students showed a scaled score increase in Renaissance Learning of 50 points or more in EL. 75% of students showed a scaled score increase in Renaissance Learning of 50 points or more in math. 75% of students in level 2 and 3 behavior RTI will show a drop of behavioral referrals to the office of 50%. HLA will establish a baseline of in-house and out of school suspensions
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SuccessMaker online program		<input checked="" type="checkbox"/> All	Annual Subscription 5000-5999: Services And Other

		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Operating Expenditures Title I 5000
Renaissance learning		<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2000 5000-5999: Services And Other Operating Expenditures Supplemental 2000
para educator staffing to support students academically and behaviorally		<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.0 FTE 2000-2999: Classified Personnel Salaries Supplemental 64000
Consulting Services relating to School Climate/Student Behavioral Issues including but not limited to services from Mutual Assistance Network		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Family and Student Counseling 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000
Acquire additional Character Education curriculum and materials.		<input checked="" type="checkbox"/> All ----- OR: Low Income pupils	PBIS 4000-4999: Books And Supplies Lottery 8,000

		<p>English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>After School Intervention and Tutoring</p>		<p>All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>to support intervention and tutoring 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 30,000</p>
<p>Intervention teacher (.8) to support and manage the Rtl program</p>		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>.8 Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 40,000</p>
<p>1.0 FTE teacher to lower the student to teacher ratio in grade 5</p>		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>1.0 FTE teacher 2000-2999: Classified Personnel Salaries Supplemental and Concentration 68,000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>75% of students showed a scaled score increase in Renaissance Learning of 50 points or more in EL. 75% of students showed a scaled score increase in Renaissance Learning of 50 points or more in math. 75% of students in level 2 and 3 behavior RTI will show a drop of behavioral referrals to the office of 50%. HLA will establish a baseline of in-house and out of school suspensions</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SuccessMaker online program		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	Annual Subscription 5000-5999: Services And Other Operating Expenditures Title I 5000
Renaissance learning		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	2000 5000-5999: Services And Other Operating Expenditures Supplemental 2000
para educator staffing to support students academically and behaviorally		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	2.5 FTE 2000-2999: Classified Personnel Salaries Supplemental 74000

<p>Consulting Services relating to School Climate/Student Behavioral Issues including but not limited to services from Mutual Assistance Network</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Family and Student Counseling 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000</p>
<p>Acquire additional Character Education curriculum and materials.</p>		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>5000 4000-4999: Books And Supplies Lottery 5000</p>
<p>After School Intervention and Tutoring</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>to support intervention and tutoring 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 30,000</p>
<p>Intervention teacher (1.0) to support and manage the Rtl program</p>		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>1.0 Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 65,000</p>
<p>1.0 FTE teacher to lower the student to teacher ratio in grade 5</p>		<p><input checked="" type="checkbox"/> All OR: Low Income pupils</p>	<p>1.0 FTE teacher 2000-2999: Classified Personnel Salaries Supplemental and Concentration 68,000</p>

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

GOAL 4:	<p>The school will continue to build a positive school environment with an emphasis on connections with students and families.</p> <p>This work will include the development and implementation of a common approach to supporting positive student behavior and a restorative justice approach.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
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Identified Need :	School climate
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Goal Applies to:	Schools: HLA
Applicable Pupil Subgroups:	All Students Socioeconomically Disadvantaged African American subgroup White subgroup Hispanic/Latino subgroup

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Reduce the student suspension rate by 10%</p> <p>increase number of events the school offers, i.e talent shows, back to school night, open house, conferences by 2 over 2015-16</p> <p>Existence of a common, school-wide approach to supporting positive student behavior and a restorative justice structure at the school.</p> <p>Establish a base line of participation and satisfaction with the school's climate from parent, staff and student surveys.</p> <p>Counseling and behavioral support will increase in order to reduce suspension and referral rate</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>student incentives to support increases in academic performance, attendance and behavior. These incentives may be items such as shirts with school logos, and these incentives are integrated into a comprehensive approach.</p>		<p><u>X</u> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>2000 4000-4999: Books And Supplies Supplemental and Concentration 2000</p>

<p>Part time counselor</p>		<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>.5 FTE 1000-1999: Certificated Personnel Salaries Supplemental 28,480</p>
<p>Parent Workshops around literacy and behavior</p>		<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Workshops 5000-5999: Services And Other Operating Expenditures Supplemental 1000 Supplies for Parent Workshops 4000-4999: Books And Supplies Supplemental and Concentration 7,000 Refreshments for Parent Workshops 4000-4999: Books And Supplies Supplemental and Concentration 3,000</p>
<p>Staff to support restorative justice and positive school climate</p>		<p>All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Behavior Intervention Specialist .5 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30,000 Campus Monitor 2000-2999: Classified Personnel Salaries Supplemental and Concentration 24,000 Site Manager .5 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,480 Site Manager .5 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,480 Campus Monitor 2000-2999: Classified Personnel Salaries Supplemental and Concentration 23,635</p>
<p>shared nursing and health clerk support with GCC</p>		<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Nurse Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$8,500 Health Clerk Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,054</p>

<p>Additional Custodial Support to ensure safe and clean campus</p>		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Custodian 2000-2999: Classified Personnel Salaries Supplemental and Concentration 40,000</p>
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Reduce the student suspension rate by 15% from 2015-16</p> <p>increase number of events the school offers, i.e talent shows, back to school night, open house, conferences.</p> <p>Increase in the number of parents and parents and students attending school sponsored events.</p> <p>Existence of a common, school-wide approach to supporting positive student behavior and a restorative justice structure at the school.</p> <p>Establish a base line of participation and satisfaction with the school's climate from parent, staff and student surveys.</p> <p>Counseling and behavior support services will be provided to reduce the suspension and referral rate</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>student incentives to support increases in academic performance, attendance and behavior. These incentives may be items such as shirts with school logos, and these incentives are integrated into a comprehensive approach.</p>		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>2000 4000-4999: Books And Supplies Supplemental and Concentration 2000</p>
<p>Part time counselor</p>		<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent</p>	<p>.5 FTE 1000-1999: Certificated Personnel Salaries Supplemental 28,480</p>

		English proficient Other Subgroups: (Specify)	
Parent Workshops around literacy and behavior		<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Workshops 5000-5999: Services And Other Operating Expenditures Supplemental 1000 Supplies for Parent Workshops 4000-4999: Books And Supplies Supplemental and Concentration 7,000 Refreshments for Parent Workshops 4000-4999: Books And Supplies Supplemental and Concentration 3,000
Staff to support restorative justice and positive school climate		All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Behavior Intervention Specialist .5 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30,000 Campus Monitor 2000-2999: Classified Personnel Salaries Supplemental and Concentration 24,000 Site Manager .5 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,480 Site Manager .5 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,480 Campus Monitor 2000-2999: Classified Personnel Salaries Supplemental and Concentration 23,635
shared nursing and health clerk support with GCC		<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Nurse Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$8,500 Health Clerk Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,054
Additonal Custodial Support to ensure safe and clean campus		<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Custodian 2000-2999: Classified Personnel Salaries Supplemental and Concentration 40,000

		English proficient Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<p>Reduce the student suspension rate by 20% from 2015-16</p> <p>increase number of events the school offers, i.e talent shows, back to school night, open house, conferences.</p> <p>Increase in the number of parents and parents and students attending school sponsored events.</p> <p>Existence of a common, school-wide approach to supporting positive student behavior and a restorative justice structure at the school.</p> <p>Establish a base line of participation and satisfaction with the school's climate from parent, staff and student surveys.</p> <p>Counseling and behavioral support services will be provided in order to reduce the suspension and referral rate</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
student incentives to support increases in academic performance, attendance and behavior. These incentives may be items such as shirts with school logos, and these incentives are integrated into a comprehensive approach.		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2000 4000-4999: Books And Supplies Supplemental and Concentration 2000
Part time counselor		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	.5 FTE 1000-1999: Certificated Personnel Salaries Supplemental 28,480
Parent Workshops around literacy and behavior		<input checked="" type="checkbox"/> All OR:	Workshops 5000-5999: Services And Other Operating Expenditures Supplemental 1000

		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Supplies for Parent Workshops 4000-4999: Books And Supplies Supplemental and Concentration 7,000 Refreshments for Parent Workshops 4000-4999: Books And Supplies Supplemental and Concentration 3,000
Staff to support restorative justice and positive school climate		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Behavior Intervention Specialist .5 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30,000 Campus Monitor 2000-2999: Classified Personnel Salaries Supplemental and Concentration 24,000 Site Manager .5 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,480 Site Manager .5 FTE 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,480 Campus Monitor 2000-2999: Classified Personnel Salaries Supplemental and Concentration 23,635
shared nursing and health clerk support with GCC		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Nurse Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$8,500 Health Clerk Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,054
Additional Custodial Support to ensure safe and clean campus		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Custodian 2000-2999: Classified Personnel Salaries Supplemental and Concentration 40,000

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

GOAL 5:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 6:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 5 6 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL 1 from prior year LCAP:	HLA will provide professional development to enhance student achievement. The professional development will include work to increase teacher expertise with the newly adopted curricula, teacher methods and positive and inclusive school culture	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: All Students Socioeconomically Disadvantaged African American subgroup White subgroup Hispanic/Latino subgroup		
Expected Annual Measurable Outcomes:	Teacher participate in a wide rang of professional development activities that average 20 hours per year per person. Teachers will be observed once a month to assist and support them in effective instructional practices, 75% of students showed a scaled score increase in Renaissance Learning of 50 points or more in EL. 75% of students showed a scaled score increase in Renaissance Learning of 50 points or more in math.	Actual Annual Measurable Outcomes:	Professional development in CKLA for all K-5 teachers occurred during the summer of 2015 Observations did not occur on a regular basis but all teachers were observed twice during the school year
LCAP Year:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development for recently adopted common core curricula (CKLA, Amplify EL and enVision Math). This PD includes support for the effective use of technology.	10000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10000	PD for CKLA	10,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000
Data driven instruction professional development (e.g., Illuminate and Renaissance, SuccessMaker).			Outside provider of PD 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000

<p>Peer to Peer classroom observations (Additional sub cost will be a Title 1 cost.)</p> <p>Principal coaching of teachers</p>			
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>BTSA training and support</p>	<p>5400 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5400</p>		<p>BTSA was provided to teachers at HLA 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3400</p> <p>SCOE Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Capturing Kids Hearts</p>	<p>5000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000</p>		<p>CKH was provided to all new staff members at HLS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4,800</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>HLA shared cost for Illuminate</p>	<p>2051 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2051</p>		<p>HLA utilized illuminate for data analysis 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2051</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>0.5 FTE Curriculum Coach</p> <p>Will provide additional ELL PD/ CK/Common Core PD, enVisions Math and PD in other areas as needed.</p> <p>Will provide coaching and support in</p>	<p>35000 1000-1999: Certificated Personnel Salaries Supplemental 35000</p>		<p>A curriculum coach was not hired due to budget restrictions</p>

the classroom			
<p>Scope of Service</p> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	0000: Unrestricted Base		
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
School will provide PD for SDAIE techniques and related support for working with EL Studnts	2949 5800: Professional/Consulting Services And Operating Expenditures Concentration 2949		Teachers participated in PD in CKLA with a focus on language development
<p>Scope of Service professional development</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	
What changes in actions,			

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

<p>Original GOAL 2 from prior year LCAP:</p>	<p>HLA will continue to implement K-8 curricula that supports the overall objectives of common core and the adopted CA CC standards in EL and Math.</p> <p>HLA will expand its curriculum offerings in a manner that support the rich focus of the Core Knowledge Sequence, including the arts, and world languages.</p> <p>HLA will enhance curricula resources for ELL students.</p> <p>HLA will enhance technology resources to support student learning</p> <p>HLA will increase college and career preparation and exploration, service learning and enrichment/learning extension opportunities (field trips) for all students.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: _____</p> <p>Applicable Pupil Subgroups: _____ All students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>75% of students showed a scaled score increase in Renaissance Learning of 50 points or more in EL.</p> <p>75% of students showed a scaled score increase in Renaissance Learning of 50 points or more in math.</p> <p>All students will have access to Common Core aligned materials in ELA and Math subjects.</p>	<p>Actual Annual Measurable Outcomes:</p>	
<p>LCAP Year:</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p> <p>15000 4000-4999: Books And Supplies Supplemental 15000</p>		<p>Estimated Actual Annual Expenditures</p> <p>No additional writing curriculum was purchased during the 2015-16 school year</p>
<p>Add supplemental curriculum materials to support writing (e.g., g Step Up to Writing)</p>			
<p>Explore/Add Science curriculum that is aligned with the New Science standards as well as our service learning objectives.</p>			
<p>Add additional ELL support curriculum</p>			

<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Add the fine arts into the education program at HLA that is aligned/congruent with Core Knowledge. (This may be done by contracting with one or more providers/partners, doing in-house, or some combination.)</p>	<p>32000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 32000</p>		<p>Student participated in field trips as well as assemblies and other opportunities to explore the arts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Additional technology support to support student learning</p>	<p>49,959.41 4000-4999: Books And Supplies Supplemental 49,959.41</p>		<p>Additional Chrome books were purchased for student use</p>

<p>Scope of Service</p> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Add college and career preparation and exploration, service learning and enrichment/learning extension opportunities (field trips) for all students</p>	<p>15000 5000-5999: Services And Other Operating Expenditures Supplemental 15000</p>		
<p>Scope of Service</p> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Additional support for socio economically disadvantaged students that need more assistance with academics</p>	<p>6000 1000-1999: Certificated Personnel Salaries Concentration 6000</p>		
<p>Scope of Service tutoring services afterschool</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<p>Scope of Service</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

proficient _ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

Original GOAL 3 from prior year LCAP:	School will serve struggling students through RTI that assess below grade level standards and/or have behavioral challenges	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Applicable Pupil Subgroups: All Students Socioeconomically Disadvantaged African American subgroup White subgroup Hispanic/Latino subgroup		
Expected Annual Measurable Outcomes:	75% of students showed a scaled score increase in Renaissance Learning of 50 points or more in EL. 75% of students showed a scaled score increase in Renaissance Learning of 50 points or more in math. 75% of students in level 2 and 3 behavior RTI will show a drop of behavioral referrals to the office of 50%. HLA will establish a baseline of in-house and out of school suspensions	Actual Annual Measurable Outcomes:	
LCAP Year:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
SuccessMaker online program	5000 5000-5999: Services And Other Operating Expenditures Supplemental 5000		Successmaker was implemented as part of the Rtl model 5800: Professional/Consulting Services And Operating Expenditures Title I 5,000
Scope of Service		Scope of Service	
<input checked="" type="checkbox"/> All		<input type="checkbox"/> All	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Renaissance learning</p>	<p>2000 5000-5999: Services And Other Operating Expenditures Supplemental 2000</p>		<p>RL was uses as an assessment to track student growth over the 15-16 school year in math and reading 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Additional classified support for RSP and behavioral support: para educator staffing including 1 RSP para and (2) 0.5FTE campus monitor/additional para educator resources</p>	<p>64000 2000-2999: Classified Personnel Salaries Supplemental 64000</p>		<p>The RSP paraprofessional was moved to full time to assist with student needs. A full time campus monitor was hired to assist with students needs 2000-2999: Classified Personnel Salaries Supplemental and Concentration 64,000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Consulting Services relating to School Climate/Student Behavioral Issues including but not limited to services from Dr. Reveles and from the 180 Degrees program.	10000 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10000		This service was not utilized
Scope of Service <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Acquire Character Education curriculum including but not limited to the 180 Degrees Program.	5000 4000-4999: Books And Supplies Supplemental 5000		This service was not utilized
Scope of Service <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

Original GOAL 6 from prior year LCAP:	The school will continue to build a positive school environment with an emphasis on connections with students and families. This work will include the development and implementation of a PBIS (Positive Behavior Interventions and Support) and a restorative justice approach.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____ All Students Socioeconomically Disadvantaged African American subgroup White subgroup Hispanic/Latino subgroup		
Expected Annual Measurable Outcomes:	increase number of events the school offers, i.e talent shows, back to school night, open house, conferences. Increase in the number of parents and parents and students attending school sponsored events. Existence of a robust PBIS (Positive Behavior Interventions and Support) and a restorative justice structure at the school. Establish a base line of participation and satisfaction with the school's climate from parent, staff and student surveys.	Actual Annual Measurable Outcomes:	The school increased the number of community events by two for the 2015-16 school year No records were kept PD was done around restorative justice and the school began to implement circles and restorative justice vocabulary Not done
LCAP Year:			
Planned Actions/Services		Actual Actions/Services	
Student incentives to support increases in academic performance, attendance and behavior. These incentives may be items such as shirts with school logos, and these incentives are integrated into a comprehensive approach and to build a positive school climate.	Budgeted Expenditures		Estimated Actual Annual Expenditures
	2000 4000-4999: Books And Supplies Supplemental and Concentration 2000		Student incentives were used at the school assemblies for attendance, citizenship, and academics 4000-4999: Books And Supplies Supplemental and Concentration 2,000

<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Part time counselor</p>	<p>\$38,000 1000-1999: Certificated Personnel Salaries Supplemental 38,000</p>		<p>There was a part time counselor for 50% of the school year. The position will be opened for the 16-17 school year 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 27,000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>PBIS, restorative justice and anti-bullying workshops, materials, programs and PD</p>	<p>1000 5000-5999: Services And Other Operating Expenditures Supplemental 1000</p>		<p>Restorative justice PD occurred</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
shared nursing support	\$7000 1000-1999: Certificated Personnel Salaries Supplemental \$7000 1500 2000-2999: Classified Personnel Salaries Supplemental 1500		
Scope of Service <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$404,877.00
Higher Learning Academy will utilize LCAP funds to increase services to all students as well as particular sub-groups such as English Learners, African American, and socioeconomically disadvantaged students. The school will hire additional certificated staff for academic intervention and will fund counseling and support groups through site based employees and local agencies. The school will also continue its process of professional development in the area of Common Core and Core Knowledge and will purchase additional curriculum and technology to increase academic achievement in students. Additional funds will be used to enhance the enrichment opportunities at the school during the after school program and during the regular school day with assemblies and field trips as well as curriculum and materials.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

22.6 9	%
HLA serves a very at-risk population, with approximately 95% of the students eligible for a free or reduced price meal. With almost 100% of the students low income students, all additional and improved services are focused on these students. HLA has a small but growing number of English Language Learners. The LCAP includes increased funding for direct services (e.g., specialized curriculum and curriculum support) as well as professional development for all faculty that will increase and improve our services for these students.	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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