

2015 Local Control and Accountability Plan Hillsborough City School District

Introduction:

LEA: Hillsborough City School District

LCAP Year: 2015

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The Hillsborough City School District, located in the suburban community of Hillsborough on the San Francisco peninsula, serves approximately 1,525 students. This includes approximately sixteen (16) English Language learners (students are identified and then designated as fluent throughout the year), zero identified students who receive free/reduced price meals, zero identified homeless students, and zero foster youth that have been identified to the district.

Our Academic Performance Index scores regularly put our district in the top 1% of districts in the state, and in the last three years in which these scores have been provided, we have been the #1 TK-8 district in California. However, we feel strongly about social/emotional learning as well as academics, and pride ourselves in helping to nurture children in these areas. Our long success is based on high quality staff, committed and involved families, a supportive Board, and a common vision. We believe in shared leadership, and value the opinions and views of our staff members, parents, and community members.

We have reviewed our school attendance rates, chronic absenteeism rates, and pupil suspension rates and find them to be excellent and without need for redress. Our middle school dropout rates and expulsion rates for the year are both at zero, thus there is no need to address these issues. As we are a TK-8 District, we do not have high school dropout rates, high school graduation rates, advanced placement rates, rates of students who have completed University of California or California State University required courses, or college preparedness rates to consider. Our English learner count is at sixteen students. This low number is partially due to the great success we have in reclassifying our English learners and the degree to which these students make progress. Our students all have access to and are enrolled in a broad course of study. Our rigorous district assessments corroborate the scores we get at the state level and show our students to be succeeding at the highest levels.

The Hillsborough City School District is a community funded district, sometimes referred to as “basic aid.” We are well-supported by our community, have an active Hillsborough Schools Foundation and a parcel tax to help us fund programs for students, and also partner with the Town of Hillsborough and community organizations such as the Hillsborough Recreation, Hillsborough Beautification Foundation, and various youth sports teams on our shared mission of promoting a healthy and safe environment for families. Close collaboration with our parents and community members is a big part of our success.

The mission of the Hillsborough City School District is to work in partnership with students, parents, and other community members to educate the whole child in a nurturing environment and to empower each student to become a contributing and responsible participant in our changing world. We seek to engage all students in rigorous and powerful learning to achieve the following Essential Outcomes:

Essential Outcomes

With the support of the whole school community, students will work towards becoming...

People of good character who are...

- ethical, trustworthy, responsible, fair, and respectful
- empathetic, caring, kind, and positively intentioned
- invested in making a positive impact on their family, community, and world
- self-reliant, self-directed, and demonstrate positive self-advocacy

Innovators and problem solvers who are...

- critical, innovative, and creative contributors
- collaborative, constructive, and dependable group members and leaders
- flexible, adaptable, and reflective
- risk takers who understand that failure is temporary
- resilient, perseverant, and show grit

Effective communicators who...

- listen to and think deeply about multiple perspectives
- are clear, persuasive, and can articulate complex ideas
- utilize a variety of communication modes, including writing
- speak with confidence

- ask questions to enhance their understanding

Global citizens who...

- embrace other cultures, communities, and people of all abilities
- have an understanding of other languages, religions, cultures, and lifestyles
- see themselves as part of an interconnected, interdependent world

Lifelong learners who...

- pursue and contribute to their passions
- have strong content knowledge that is broad, deep, and continues to grow
- demonstrate initiative, are organized, and plan ahead
- have follow-through, show diligence, and maintain focus
- are curious and pursue learning for its own sake

Effective users of information, media, and technology who...

- can access, analyze, and synthesize information
- distinguish between reliable and unreliable information
- can use technology to research, create, communicate, and express ideas
- demonstrate positive and appropriate digital citizenship

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?

In order to understand the full way in which stakeholders were included in the LCAP process, it is necessary to start not simply with the process this year, but to start with the writing of the initial 2014 LCAP. To that end, we will describe that process first, and then we will review specific steps taken this year to engage all stakeholder groups.

The Hillsborough City School District began working in a collaborative manner to arrive at visionary goals for the District starting in November 13, 2012 when the Board of Trustees approved “HCS D Forward,” a collaborative visioning process briefly described below:

HCS D Forward Collaborative Vision Plan

HCS D Forward Purpose: To collaboratively develop a Vision for the district that will guide our decision-making over the course of the next ten years. The Vision will be created so as to be flexible enough to allow for adaptations and revisions during the implementation phase.

HCS D Forward Rationale:

- Students deserve the best education possible, one that allows them to fulfill their academic, social, emotional, and physical potential and prepares them for a world that is qualitatively different than a decade ago.
- Teachers and staff members deserve an enriching, professional, and productive workplace.
- We need to continually reflect, plan, focus, and energize the district and larger community.
- An understanding of the future, an examination of the current program, an infusion of new ideas, shared learning, and a careful review of lessons from the past must be incorporated into our existing approach in order to ensure that we remain a state of the art educational system with the best interests of our students always in the forefront.
- Our Vision must be vivid, dynamic, flexible, collaboratively formed, and shared by all.
- Our well-articulated Vision will engender deep support and cohesion.

HCS D Forward Summary of Process:

HCS D Forward Phase 1: Investigating Together (9-15 Months)

- Collaboratively identify areas of interest to be explored more deeply.
- Collaboratively review and/or revise Mission Statement.
- Collaboratively review and/or revise Essential Outcomes.
- Gain Board approval of Mission Statement and Essential Outcomes.

HCS D Forward Phase 2: Dreaming Together (4-8 Months)

- Gain Board approval of the Vision Statements.

- Review Essential Outcomes and Mission Statements again and revise if necessary (and gain approval of Board if revision is completed).

HCSD Forward Phase 3: Defining Success Together (4-8 Months)

- Gain Board approval of SMART goals for each Vision Statement.
- Widely publicize and share approved SMART goals.

HCSD Forward Phase 4: Planning Together (3-6 Months)

- Gain Board approval of Action Plans
- Widely publicize and share approved Action Plans.

HCSD Forward Phase 5: Succeeding Together (10 years)

- Successfully implement Action Plans (revising them when necessary).

In order to ensure that the District was addressing the eight state priorities and seeking meaningful engagement from all stakeholders, Hillsborough City School District then approved the following LCAP Timeline.

2014 LCAP Timeline

Approved by the Board of Trustees February 11, 2014

Step 1: Coordinate Initiatives with the 8 State Priorities

Activity	Outreach	Timeline
Administrative Council will list current initiatives	<ul style="list-style-type: none"> • Post document on website with explanation. 	February

<p>(District Goals, approved HCSD Forward statements, other existing initiatives) and insert them into the LCAP Template under one or multiple state priorities. Draft goals will be created based on data and needs analysis.</p>	<ul style="list-style-type: none"> • Present document at Superintendent Coffees, Board Meetings, Afternoon Chats, and other existing communication tools • E-blast document • In all of above, ask for input 	
<p>Consult with HTA (certificated union) on current initiatives and how they fit into the state priorities. Ideas will be solicited about what data needs to be collected and/or what goals need to be created.</p>	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	February
<p>Consult with CSEA (classified union) on current initiatives and how they fit into the state priorities. Ideas will be solicited about what data needs to be collected and/or what goals need to be created.</p>	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	February
<p>Consult with Associated Parents Group (APG) on current initiatives and how they fit into the state priorities. Ideas will be solicited about what data needs to be collected and/or what goals need to be created. APG was designated as a Parent Advisory Committee by the Board of Trustees.</p>	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	February
<p>Consult with Hillsborough Schools Foundation (HSF) on current initiatives and how they fit into the state priorities. Ideas will be solicited about what data needs to be collected and/or what goals need to be created. HSF is part of the District Roundtable, a group designated as a Parent Advisory Committee by the Board of Trustees.</p>	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	February
<p>Consult with two Board members on current initiatives and how they fit into the state priorities. Ideas will be solicited about what data</p>	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	February

needs to be collected and/or what goals need to be created.		
Consult with special populations on current initiatives and how they fit into the state priorities. Ideas will be solicited about what data needs to be collected and/or what goals need to be created.	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	February
Present plan to Board for comment.	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	February 27

Step 2: Gather Input

Activity	Outreach	Timeline
Hold two meetings with staff members to gather input for additional initiatives/goals to be included in LCAP.	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	March
Hold two meetings with parents and community members to gather input for additional initiatives/goals to be included in LCAP.	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	March
Send digital survey or other input gathering tool to staff and to parents to gather input for additional initiatives/goals to be included in LCAP.	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	March
Hold meetings with School Site Councils to gather input for additional initiatives/goals to be included in LCAP. The Parents on the School Site Councils were designated as Parent Advisory Committees by the Board of Trustees.	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	
Hold meetings with Student Councils to gather	<ul style="list-style-type: none"> • Revise document 	February/March

input for additional initiatives/goals to be included in LCAP.	<ul style="list-style-type: none"> • Post revised document on website • 	
Hold special meeting with Board members to gather input for additional initiatives/goals to be included in LCAP.	<ul style="list-style-type: none"> • Revise document • Post revised document on website • E-Blast document 	March
Present status report to public.	<ul style="list-style-type: none"> • Meeting well publicized 	March 12 (all March efforts may not be accomplished at this time)

Step 3: Presentation of Draft and Continued Revision

Activity	Outreach	Timeline
Administrative Council will revise draft based on input.	Send draft to all staff and parents digitally and ask for input digitally or in subsequent meetings	Early April
Hold one meeting for parents and community members to present draft and hear feedback	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	Early April
Hold one meeting for staff members to present draft and hear feedback	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	Early April
Present current draft to student councils and solicit feedback	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	April
Present current draft to Board members	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	April 9.
Board members give feedback on draft	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to 	Special Board Meeting

	questions on website	
Members of Administrative Council will revise draft based on input	Send draft to all staff and parents digitally and ask for input digitally or in subsequent meetings	Early May

Step 4: Approval of Final LCAP Draft

Activity	Outreach	Timeline
Draft presented in public meeting, Public Meeting for Budget	Meeting well publicized	June 3
Approval of LCAP. Approval of Budget.	Meeting well publicized	June 24

In order to review, revise, and update the LCAP in this second year, the following steps were taken:

2015 LCAP Timeline

Step 1: Review, review, and update the current LCAP document, ensuring that it remains responsive to the 8 State Priorities

Activity	Outreach	Timeline
Presentation to the Board of Trustees about the process plan for the review, revision, and updating of the LCAP.	Agendized and publicized through Agenda Online at http://hillsborough.agendaonline.net/public/ and through our website at http://www.hcsd.k12.ca.us/page.cfm?p=509 . Summary to public in Joint Communication Message dated 2.13.15.	February 11 (Regular Board Meeting)
Senior staff review of data and redrafting of LCAP document.	Administrative Council Meetings on 2.17.15 and 2.24.15	February

Step 2: Share data, share draft, and gather input

Activity	Outreach	Timeline
Presentation of Draft to all interested staff. Afternoon Chat	Master Calendar, available at http://www.hcsd.k12.ca.us/page.cfm?p=711 . Agenda. Google Drive.	February 23
Presentation to, discussion with, and input gathered from: CSEA leaders, HTA leaders, Hillsborough Schools Foundation Leaders, Associated Parent Group Leaders, Parent Group Presidents, administrators, Board Members, and Recreation senior staff. Roundtable	Master Calendar, available at http://www.hcsd.k12.ca.us/page.cfm?p=711 . Agendas mailed to each participant.	February 25
Presentation to, discussion with, and input gathered from: interested parents. Superintendent Coffee	Master Calendar, available at http://www.hcsd.k12.ca.us/page.cfm?p=711 . Agenda. School Newsletters.	March 4
Presentation to, discussion with, and input gathered from: Hillsborough Schools Foundation Leadership. Monthly Meeting.	Invitation.	March 5
Presentation to, discussion with, and input gathered from: CSEA Leaders. Monthly Meeting.	Invitation.	March 9
Presentation to, discussion with, and input gathered from: HTA Leaders. Monthly Meetings and Afternoon Chats.	Invitation.	March-May
Presentation to, discussion with, and input gathered from: Parent Advisory Committees. The Board has designated that the parents who serve on the School Site Council at each school shall be the Parent Advisory Committees for the District.	School Site Council Agendas/	March-May
Presentation to, discussion with, and input gathered from: English Language Learner parents. Special focus group meeting.	Personal phone calls to English Learner families.	May 27

Presentation to, discussion with, and input gathered from: Special Education Parents. Special focus group meeting.	Personal phone calls to Special Education Families, including Resource Parents.	May 27
Presentation to, discussion with, and input gathered from: students. Special focus group meetings.	Meeting at Crocker School.	May 27
Presentation to, discussion with, and input gathered from: Associated Parent Group Leaders, Parent Group Presidents. Associated Parents Group Meeting.	Master Calendar, available at http://www.hcsd.k12.ca.us/page.cfm?p=711 . Agenda.	March 10

Step 3: Share revised draft and gather input

Activity	Outreach	Timeline
Presentation to, discussion with, and input gathered from: parents, staff members, community members, Board Members. Board Meetings	Agendized and publicized through Agenda Online at http://hillsborough.agendaonline.net/public/ and through our website at http://www.hcsd.k12.ca.us/page.cfm?p=509 . Also appeared in school newsletters and on marquees.	April 15 May 6

Step 4: Approval of Final LCAP Draft

Activity	Outreach	Timeline
Draft presented in public meeting, Public Meeting for Budget	Agendized and publicized through Agenda Online at http://hillsborough.agendaonline.net/public/ and through our website at http://www.hcsd.k12.ca.us/page.cfm?p=509 . Also appeared in school newsletters and on marquees.	June 3
Approval of LCAP. Approval of Budget.	Agendized and publicized through Agenda Online at http://hillsborough.agendaonline.net/public/ and through our website at	June 24

	http://www.hcsd.k12.ca.us/page.cfm?p=509 . Also appeared in school newsletters and on marquees.	
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- 1) 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?
 - School Site Single Plans for Student Achievement for North Elementary, South Elementary, West Elementary, and Crocker Middle School for current and previous years. Released in Board Packets, and available at <http://hillsborough.agendaonline.net/public/>.
 - School Accountability Report Cards for North Elementary, South Elementary, West Elementary, and Crocker Middle School for current and previous years Released in Board Packets, and available at <http://hillsborough.agendaonline.net/public/>. Posted on website.
 - 2014-2015 First Interim Budget Report. Released in Board Packets, and available at <http://hillsborough.agendaonline.net/public/>.
 - 2014-2015 Second Interim Budget Report. Released in Board Packets, and available at <http://hillsborough.agendaonline.net/public/>.
 - 2014-2015 Notice to Parents and Guardians. Available during re-registration process.
 - Resolution No. 2014-09 Sufficiency of Instructional Materials (with accompanying documentation). Released in Board Packets, and available at <http://hillsborough.agendaonline.net/public/>.
 - Information on teacher credentials, including authorization of certificated personnel to teach subjects outside of their credential and the district plan for committee on assignments. Released in Board Packets, and available at <http://hillsborough.agendaonline.net/public/>.
 - Comprehensive safety/disaster plan. Available at school sites.
 - West Wing replacement information (facility/capital project). Released in Board Packets, and available at <http://hillsborough.agendaonline.net/public/>.
 - Quarterly Williams Uniform Complaints reports. Released in Board Packets, and available at <http://hillsborough.agendaonline.net/public/>.

- Common Core Implementation overview, timeline, and professional development efforts (schedule of offerings, emails, etc.). Released in Board Packets, and available at <http://hillsborough.agendaonline.net/public/>. Information shared at staff meetings, parent meetings, coffees, and in other sources.
- Common Core Implementation Expenditure Plans. Released in Board Packets, and available at <http://hillsborough.agendaonline.net/public/>. Information shared at staff meetings, parent meetings, coffees, and in other sources.
- 2014 Hillsborough Schools Foundation Annual Report. Released in Board Packets, and available at <http://hillsborough.agendaonline.net/public/>.
- 2013-2014 Associated Parent Group Report of Volunteer Hours. Released in Board Packets, and available at <http://hillsborough.agendaonline.net/public/>.
- 2012-2013 Star Testing Report of Information (with 11 chart attachments). Released in Board Packets.
- 2012-2013 LEA API/AYP Report and information. Released in Board Packets.
- 2012-2013 API Scores, The First 100 Elementary Districts (Hillsborough #1). Released in Board Packets.
- 2012-2013 API Scores, Elementary Schools. Released in Board Packets.
- 2012-2013 API Scores, Middle Schools. Released in Board Packets.
- Crocker Middle School Math Scores report of information and planning document. Released in Board Packets.
- 2014-2015 CALPADS report: English Language Acquisition Status. Available during engagement meetings.
- 2014-2015 CALPADS report: English Learner Report. Available during engagement meetings.
- 2011-2012 District Level Special Education Annual Performance Report Measure. Available during engagement meetings.
- 2014-2015 Student data profiles. Available during engagement meetings.
- 2014-2015 CARS Worksheets. Summaries available during engagement meetings. Released to administrators in detail.
- 2014-2015 Writing Samples score sheets. Released to administrators in detail.
- 2014-2015 Math Assessment score sheets. Released to administrators in detail.
- 2014-2015 Enrollment Reports. Available during engagement meetings.
- 2014-2015 Report of Attendance for Pupils residing in the District. Available during engagement meetings.
- 2014-2015 Report of School District Attendance. Available during engagement meetings.

- 2013-2014 CALPADS Report: Student Profile Dropout List (showing zero dropouts). Available during engagement meetings.
 - 2013-2014 CALPADS Report: Disciplinary Actions, Count by Offense. Available during engagement meetings.
 - 2014-2015 CALPADS Report: Course Section Enrollment, Count by Content Area. Available during engagement meetings.
 - 2014-2015 Report Cards (elementary and middle school). Available during engagement meetings.
- 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?

The most common feedback we received on the LCAP was that we were moving in the right direction.

With respect to Goal A, stakeholders had opportunities to review the math materials before adoptions. These 6-8 math materials have been well received, and we are looking forward to continuing the implementation. Our TK-5 staff members have asked us to slow down our process for their math materials in order to ensure that we are adopting the right materials for the CCSS.

With respect to Goal B, stakeholders continue to advocate for ELA materials that meet CCSS. However, staff members have requested to wait until 2015-2016 for adoption in this area.

With respect to Goal C, stakeholders applauded these efforts and our early completion of many of the action steps.

With respect to Goal D, stakeholders have advocated for the importance of the needs assessment survey. In response to some specific requests as to formatting and presentation, we will be using a third party company to complete this and have adjusted the timeline.

With respect to Goal E, stakeholders have been largely supportive of our world language efforts, and have asked when the mandarin program will be assessed as to its long term viability. As a result, we will be doing this assessment in the middle of the next school year.

With respect to Goal F, stakeholders have been supportive of our new teacher evaluation system. Specific feedback has been elicited, and may result in modest changes during the revision process.

With respect to Goal G, many parents have advocated for the quick adoption of new giftedness identification and service, while many staff members have expressed the need for training and time for feedback. We are reassessing the timelines as a result of this mixed feedback.

With respect to Goal H, stakeholders have advocated for a formalized sharing of some of the protocols and procedures related to staff development, and we are working to accomplish this.

With respect to Goal I, the response has been positive in the Think Tank with a formal roll out to occur next year.

With respect to Goal J, stakeholders agree that this should be a community-wide initiative, including the parent groups and other groups. We have retooled as a result.

- 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?

The District did not establish an English learner parent advisory committee as less than 15% of its pupils are English learners (0.97% is the actual percentage) and less than 50 students are English learners (approximately 15 students are currently identified). The District does not have any *identified* foster youth students as defined in Education Code 42238.01(b), nor does it have any students identified as requiring free or reduced price meals. If students are identified in these latter categories, the district will support these students as appropriate. All parents and staff members were given digital copies of the draft LCAP and were invited to make written comments. A public hearing was held to elicit further comments, and the plan was adopted at a public meeting. All noticing requirements were followed. As described in the LCAP Timeline above, the District consulted with all stakeholder groups before an LCAP was drafted. Therefore, the plan itself was partially based on the feedback given by these groups. After the draft was written and comments were received, there were several changes made to the draft, described in the table at the end of this section. Care was taken to reach out to special group populations, as described in the chart above.

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

The Director of Educational Services formed a focus group at Crocker Middle School and discussed the eight state priorities, the drafted goals of the LCAP, and the progress made to date. She then solicited feedback and reactions from this group of student leaders.

- 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>Board of Trustees approves LCAP Timeline during the February 11, 2014 Board of Trustees Meeting.</p> <p>Board of Trustees officially delineates Associated Parent Group, School Site Councils, and District Roundtable as Parent Advisory Committees on April 23, 2014 through Board action, though the intention to proceed in this manner was approved on February 11, 2014 with the LCAP Timeline.</p> <p>HCS D Forward Steering Committee, made up of staff, parents, and community members, discusses future directions during monthly meetings from October 2013 through April, 2014).</p> <p>Input gathered from each school staff during staff meetings in February and March of 2014.</p> <p>Input gathered from parents and community members during open community meetings and through emails during the months of February, March, and April.</p> <p>District Roundtable, a Parent Advisory Committee, discusses LCAP on February 26, 2014 and May 14, 2014.</p>	<p>Creation of “Local Control Accountability Plan and the Eight State Priorities.” This twenty page document lists every suggestion and piece of feedback that was generated by parents, staff members, and community members organized around the eight state priorities. Every initiative in LCAP was suggested within these twenty pages, and dozens of possible future goals were described as well.</p> <p>Creation of five HCS D Forward initiatives that were presented to the Board of Trustees and approved on February 11, 2014 after public comment. These five initiatives are also all represented in the LCAP goals.</p> <p>Creation of the draft LCAP goals which were presented to all Parent Advisory Committees, parents, staff members, and community members for review and input.</p>

School Site Councils, which are Parent Advisory Committees, discuss LCAP on various dates (1/17/14, 1/22/14, 2/26, 3/26, 4/14, and/or 4/30).

Input gathered from students during student council officers meetings in the months of February and March.

Input gathered from administrators during Administrative Council meetings

Input gathered from Board Members, staff members, parents, and members of the public during Board of Trustees meetings and District Roundtable meetings.

Consultation with leadership from teacher's union on March 12, 2014 and with classified union on March 13

Draft available on website and sent to all staff members and parents digitally in early April

Input gathered on LCAP draft during two parent meetings on April 28, 2014 and one staff meeting on April 28, 2014

Superintendent responded to all questions in writing.

Revised draft posted to website on May 28, 2014.

Public Meeting held on June 3, 2014. Public encouraged to come through the sending of the agenda to all parents and staff members and through posting on Hillsborough Together, a community list serve.

LCAP adopted on June 24, 2014.

<p>Annual Update: Board of Trustees approves LCAP Timeline during the February 11, 2015 Board of Trustees Meeting.</p> <p>Board of Trustees officially delineates Associated Parent Group, School Site Councils, and District Roundtable as Parent Advisory Committees on March 11, 2015.</p> <p>Input gathered from staff during Afternoon Chat on February 23 and during Board Meetings on March 11, April 15, and May 6.</p> <p>Input gathered from parents during Roundtable on February 25, Superintendent Coffee on March 4, and Associated Parents Group Meeting on March 10, and during Board Meetings on March 11, April 15, and May 6.</p> <p>School Site Councils discuss LCAP on various dates.</p> <p>Input gathered from students on May 27.</p> <p>Input gathered from administrators during Administrative Council meetings</p> <p>Input gathered from Board Members, staff members, parents, and members of the public during Board of Trustees meetings and District Roundtable meetings (dates listed above).</p> <p>Consultation with leadership from teacher's union on and with classified union on March 9, during Roundtable Meetings, during Afternoon Chats, and through small group meetings March-May.</p> <p>Draft available on website and sent to all staff members and parents digitally in early April</p>	<p>Annual Update: With respect to Goal A, stakeholders had opportunities to review the math materials before adoptions. These 6-8 math materials have been well received, and we are looking forward to continuing the implementation. Our TK-5 staff members have asked us to slow down our process for their math materials in order to ensure that we are adopting the right materials for the CCSS.</p> <p>With respect to Goal B, stakeholders continue to advocate for ELA materials that meet CCSS. However, staff members have asked to wait until 2015-2016 for adoption.</p> <p>With respect to Goal C, stakeholders applauded these efforts and our early completion of many of the action steps.</p> <p>With respect to Goal D, stakeholders have advocated for the importance of the needs assessment survey. In response to some specific requests as to formatting and presentation, we will be using a third party</p>
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<p>Superintendent responded to all questions in writing.</p> <p>Public Meeting held on June 3, 2015. Public encouraged to come through the sending of the agenda to all parents and staff members and through posting on Hillsborough Together, a community list serve.</p> <p>LCAP adopted on June 24, 2015.</p>	<p>company to complete this and have adjusted the timeline.</p> <p>With respect to Goal E, stakeholders have been largely supportive of our world language efforts, and have asked when the mandarin program will be assessed as to its long term viability. As a result, we will be doing this assessment in the middle of the next school year.</p> <p>With respect to Goal F, stakeholders have been supportive of our new teacher evaluation system. Specific feedback has been elicited, and may result in modest changes during the revision process.</p> <p>With respect to Goal G, many parents have advocated for the quick adoption of new giftedness identification and service, while many staff members have expressed the need for training and time for feedback. We are reassessing the timelines as a result of this mixed feedback.</p>
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	<p>With respect to Goal H, stakeholders have advocated for a formalized sharing of some of the protocols and procedures related to staff development, and we are working to accomplish this.</p> <p>With respect to Goal I, the response has been positive in the Think Tank with a formal roll out to occur next year.</p> <p>With respect to Goal J, stakeholders agree that this should be a community-wide initiative, including the parent groups and other groups. We have retooled as a result.</p>
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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).

Actions/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?

The charts on pages 32-56 below answers questions 1-4, above.

- 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.)?

Each school site council, student council, and staff was given an opportunity to give input on the LCAP. In addition, each school reviewed data and performance indicators through their regular school site council, parent group, and staff meetings. This data included both state test results and locally-generated common, formative assessments.

- 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?

Please see the chart below for that information. In brief, English learners and redesignated English fluent students will be given supplementary materials in math and English language arts that is aligned to the common core state standards and designed for use with these specific populations. We will also do CELDT testing as early as possible, including during the summer months, to ascertain their needs, and will provide training as necessary for professionals to be effective with

these student populations. Students are re-assessed at least yearly, and multiple measures are reviewed before any student is made fluent. These include student work samples, district-created assessments, and teacher-created assessments. English learners receive English Language Development support in their classrooms by Crosscultural, Language, and Academic Development (CLAD) certified instructors. The charts below present more information regarding our English learners. As previously stated, we do not currently have any foster children identified in the district. The Director of Educational Services is responsible for identifying foster children and for facilitating services for students if they become identified.

- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

This information is provided in the charts below, pages 32-56.

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
 - School Site Single Plans for Student Achievement for North Elementary, South Elementary, West Elementary, and Crocker Middle School for current and previous years.
 - School Accountability Report Cards for North Elementary, South Elementary, West Elementary, and Crocker Middle School for current and previous years.
 - 2014-2015 First Interim Budget Report.
 - 2014-2015 Second Interim Budget Report.
 - 2014-2015 Notice to Parents and Guardians.
 - Resolution No. 2014-09 Sufficiency of Instructional Materials (with accompanying documentation).
 - Information on teacher credentials, including authorization of certificated personnel to teach subjects outside of their credential and the district plan for committee on assignments.
 - Comprehensive safety/disaster plan.
 - West Wing replacement information (facility/capital project).
 - Quarterly Williams Uniform Complaints reports.

- Common Core Implementation overview, timeline, and professional development efforts (schedule of offerings, emails, etc.).
- Common Core Implementation Expenditure Plans.
- 2014 Hillsborough Schools Foundation Annual Report.
- 2013-2014 Associated Parent Group Report of Volunteer Hours.
- 2012-2013 Star Testing Report of Information (with 11 chart attachments).
- 2012-2013 LEA API/AYP Report and information.
- 2012-2013 API Scores, The First 100 Elementary Districts (Hillsborough #1).
- 2012-2013 API Scores, Elementary Schools.
- 2012-2013 API Scores, Middle Schools.
- Crocker Middle School Math Scores report of information and planning document.
- 2014-2015 CALPADS report: English Language Acquisition Status.
- 2014-2015 CALPADS report: English Learner Report.
- 2011-2012 District Level Special Education Annual Performance Report Measure.
- 2014-2015 Student data profiles.
- 2014-2015 CARS Worksheets.
- 2014-2015 Writing Samples score sheets.
- 2014-2015 Math Assessment score sheets.
- 2014-2015 Enrollment Reports.
- 2014-2015 Report of Attendance for Pupils residing in the District.
- 2014-2015 Report of School District Attendance.
- 2013-2014 CALPADS Report: Student Profile Dropout List (showing zero dropouts).
- 2013-2014 CALPADS Report: Disciplinary Actions, Count by Offense.
- 2014-2015 CALPADS Report: Course Section Enrollment, Count by Content Area.
- 2014-2015 Report Cards (elementary and middle school).

9) What information was considered/reviewed for individual schoolsites?

- Local testing data and student work products
- School Site Single Plans for Student Achievement for North Elementary, South Elementary, West Elementary, and Crocker Middle School for current and previous years.
- School Accountability Report Cards for North Elementary, South Elementary, West Elementary, and Crocker Middle School for current and previous years.
- 2014-2015 First Interim Budget Report.
- 2014-2015 Second Interim Budget Report.
- 2014-2015 Notice to Parents and Guardians.
- Resolution No. 2014-09 Sufficiency of Instructional Materials (with accompanying documentation).
- Information on teacher credentials, including authorization of certificated personnel to teach subjects outside of their credential and the district plan for committee on assignments.
- Comprehensive safety/disaster plan.
- West Wing replacement information (facility/capital project).
- Quarterly Williams Uniform Complaints reports.
- Common Core Implementation overview, timeline, and professional development efforts (schedule of offerings, emails, etc.).
- Common Core Implementation Expenditure Plans.
- 2014 Hillsborough Schools Foundation Annual Report.
- 2013-2014 Associated Parent Group Report of Volunteer Hours.
- 2012-2013 Star Testing Report of Information (with 11 chart attachments).
- 2012-2013 LEA API/AYP Report and information.
- 2012-2013 API Scores, The First 100 Elementary Districts (Hillsborough #1).
- 2012-2013 API Scores, Elementary Schools.
- 2012-2013 API Scores, Middle Schools.
- Crocker Middle School Math Scores report of information and planning document.
- 2014-2015 CALPADS report: English Language Acquisition Status.
- 2014-2015 CALPADS report: English Learner Report.
- 2011-2012 District Level Special Education Annual Performance Report Measure.

- 2014-2015 Student data profiles.
- 2014-2015 CARS Worksheets.
- 2014-2015 Writing Samples score sheets.
- 2014-2015 Math Assessment score sheets.
- 2014-2015 Enrollment Reports.
- 2014-2015 Report of Attendance for Pupils residing in the District.
- 2014-2015 Report of School District Attendance.
- 2013-2014 CALPADS Report: Student Profile Dropout List (showing zero dropouts).
- 2013-2014 CALPADS Report: Disciplinary Actions, Count by Offense.
- 2014-2015 CALPADS Report: Course Section Enrollment, Count by Content Area.
- 2014-2015 Report Cards (elementary and middle school).

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

- Local testing data and student work products
- School Site Single Plans for Student Achievement for North Elementary, South Elementary, West Elementary, and Crocker Middle School for current and previous years.
- School Accountability Report Cards for North Elementary, South Elementary, West Elementary, and Crocker Middle School for current and previous years.
- 2014-2015 First Interim Budget Report.
- 2014-2015 Second Interim Budget Report.
- 2014-2015 Notice to Parents and Guardians.
- Resolution No. 2014-09 Sufficiency of Instructional Materials (with accompanying documentation).
- Information on teacher credentials, including authorization of certificated personnel to teach subjects outside of their credential and the district plan for committee on assignments.
- Comprehensive safety/disaster plan.
- West Wing replacement information (facility/capital project).
- Quarterly Williams Uniform Complaints reports.

- Common Core Implementation overview, timeline, and professional development efforts (schedule of offerings, emails, etc.).
- Common Core Implementation Expenditure Plans.
- 2014 Hillsborough Schools Foundation Annual Report.
- 2013-2014 Associated Parent Group Report of Volunteer Hours.
- 2012-2013 Star Testing Report of Information (with 11 chart attachments).
- 2012-2013 LEA API/AYP Report and information.
- 2012-2013 API Scores, The First 100 Elementary Districts (Hillsborough #1).
- 2012-2013 API Scores, Elementary Schools.
- 2012-2013 API Scores, Middle Schools.
- Crocker Middle School Math Scores report of information and planning document.
- 2014-2015 CALPADS report: English Language Acquisition Status.
- 2014-2015 CALPADS report: English Learner Report.
- 2011-2012 District Level Special Education Annual Performance Report Measure.
- 2014-2015 Student data profiles.
- 2014-2015 CARS Worksheets.
- 2014-2015 Writing Samples score sheets.
- 2014-2015 Math Assessment score sheets.
- 2014-2015 Enrollment Reports.
- 2014-2015 Report of Attendance for Pupils residing in the District.
- 2014-2015 Report of School District Attendance.
- 2013-2014 CALPADS Report: Student Profile Dropout List (showing zero dropouts).
- 2013-2014 CALPADS Report: Disciplinary Actions, Count by Offense.
- 2014-2015 CALPADS Report: Course Section Enrollment, Count by Content Area.
- 2014-2015 Report Cards (elementary and middle school).

- 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?

The answers to questions 11-13 can be found in the charts below, pages 32-56.

GOAL:	Goal A: Adopt and implement math materials aligned to CCSS; Adopt supplementary materials for English learners			Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 ___ 4 <u>x</u> 5 <u>x</u> 6 ___ 7 <u>x</u> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Identified Need :	Math texts not aligned to CCSS			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	English Learners (we have no students who receive free/reduced price meals and no identified foster students)		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	All 6-8 students have access to math materials aligned to CCSS to start the school year. TK-5 materials for math aligned to CCSS successfully piloted and adoption has been approved by the board. 100% of English learners have appropriate supplementary materials, allowing 80% of English learners to be reclassified within 2 years and 100% to be reclassified within 4 years.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Purchase and implement 6-8 math materials after delivering high-quality staff development for the math teachers at Crocker Middle School. This includes any needed supplementary materials for English Learners or Redesignated fluent English proficient students.	All students served. English Learners and redesignated fluent English proficient students a special focus through purchase of special materials.	<u>x</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$65,000 base \$23,305 supplemental	
Pilot and/or adopt TK-5 materials. These pilots should include teachers across the grade levels with ample information sharing to teachers who may not be directly involved with the pilot.		<u>x</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Less than \$1,000. Base.	

Materials should be shared widely. Adoption occurs only after making the materials available to parents as well.			
Purchase TK-5 materials, including supplements for English Learners, for the 2016-2017 school year.	All students served. English Learners and redesignated fluent English proficient students a special focus through purchase of special materials.	<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)_____	\$80,000 Base.

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	All TK-8 students have access to ELA materials aligned to CCSS to begin the school year. Teachers given ongoing professional development. 100% of English learners have appropriate supplementary materials, allowing 80% of English learners to be reclassified within 2 years and 100% to be reclassified within 4 years.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ongoing professional development. Teachers will have the opportunity to discuss the implementation of the materials, collaborate on effective instruction and, if required, receive continued training on the effective use of the materials either through the publisher, internal staff members, or outside experts.	All students served. English Learners and redesignated fluent English proficient students a special focus through purchase of special	<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)_____	Within existing professional development budget. Approximately \$20,000. Base.

materials and special training for teachers.

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes: All TK-8 students have access to ELA materials aligned to CCSS to begin the school year. Teachers given ongoing professional development. 100% of English learners have appropriate supplementary materials, allowing 80% of English learners to be reclassified within 2 years and 100% to be reclassified within 4 years.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Ongoing professional development. Teachers will have the opportunity to discuss the implementation of the materials, collaborate on effective instruction and, if required, receive continued training on the effective use of the materials either through the publisher, internal staff members, or outside experts.</p>	<p>All students served. English Learners and redesignated fluent English proficient students a special focus through purchase of special materials and special training for teachers.</p>	<p><u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>Within existing professional development budget. Approximately \$20,000. Base.</p>

GOAL:	Goal B: Adopt and implement ELA materials aligned to CCSS; Adopt supplementary materials for English learners	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 <input checked="" type="checkbox"/> 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
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Identified Need : ELA texts not aligned to CCSS

Schools: All

Goal Applies to: Applicable Pupil Subgroups: English Learners (we have no students who receive free/reduced price meals and no identified foster students)

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes: TK-8 materials piloted for ELA materials aligned to the CCSS. Materials adopted by the Board of Trustees.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Pilot and/or adopt ELA texts for TK-8 grades. Teachers across the grades will be chosen to pilot these texts, which will include supplementary materials for English learners or redesignated fluent English proficient students. Adoption will only occur after parents have the opportunity to view and comment on the materials.	All students served. English Learners and redesignated fluent English proficient students a special focus through purchase of special materials and special training for teachers.	<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) _____	Less than \$1,000. Base.

LCAP Year 2: 2016-2017

Expected Annual Measurable All TK-8 students have access to ELA materials aligned to CCSS to begin the school year. Teachers given ongoing professional development. 100% of English learners have appropriate supplementary materials,

Outcomes:	allowing 80% of English learners to be reclassified within 2 years and 100% to be reclassified within 4 years.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase and implement TK-8 ELA materials, including supplements for English Learners and redesignated fluent English proficient students, after delivering high-quality staff development. This staff development will be given both by the publishers as well as by internal staff members. Throughout the year, professional development will occur in grade level and school teams.	All students served. English Learners and redesignated fluent English proficient students a special focus through purchase of special materials and special training for teachers.	<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) _____	\$130,000 Base.

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	All TK-8 students have access to ELA materials aligned to CCSS to begin the school year. Teachers given ongoing professional development. 100% of English learners have appropriate supplementary materials, allowing 80% of English learners to be reclassified within 2 years and 100% to be reclassified within 4 years.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ongoing professional development offered according to the needs of the teachers.	All students served. English Learners and redesignated fluent English proficient students a special focus	<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) _____	Within existing professional development budget. Approximately \$20,000. Base.

through
purchase of
special
materials
and special
training for
teachers.



GOAL:	Goal C: Increase bandwidth; add devices, change instruction to take advantage of digital resources		Related State and/or Local Priorities: 1__x__ 2__x__ 3__ 4__ 5__ 6__ 7__x__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Wireless technology not seamless available for all students and staff			
	Schools:	All		
Goal Applies to:	Applicable Pupil Subgroups:	English Learners (we have no students who receive free/reduced price meals and no identified foster students)		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Continue to provide 1:1 devices 6-8 and GAFE accounts. Continue to provide 1:3 level access to wireless devices TK-5. Continue to provide TOSA support.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Purchase new devices for new 6 th graders. Maintain current level of devices for TK-5 th grades. Maintain TOSA support.	All students well served. Special population benefit most as these devices allow for more differentiated instruction	<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) _____		\$90,000. Existing technology budget. Base.
LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Continue to provide 1:1 devices 6-8 and GAFE accounts. Continue to provide 1:3 level access to wireless devices TK-5.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Purchase new devices for new 6 th graders.	All students	<input checked="" type="checkbox"/> ALL		\$90,000.

Maintain current level of devices for TK-5 th grades.	well served. Special population benefit most as these devices allow for more differentiated instruction	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)_____	Existing technology budget. Base.
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LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Continue to provide 1:1 devices 6-8 and GAFE accounts. Continue to provide 1:3 level access to wireless devices TK-5.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase new devices for new 6 th graders. Maintain current level of devices for TK-5 th grades.	All students well served. Special population benefit most as these devices allow for more differentiated instruction	<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)_____	\$90,000. Existing technology budget. Base.

GOAL:	Goal D: Conduct a comprehensive needs assessment and district culture survey		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Needs assessment last completed in 2008-2009 school year. We need to know the opinions and receive the feedback of parents and staff members in order to make wise and informed decisions on a going forward basis			
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners (we have no students who receive free/reduced price meals and no identified foster students)		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Results of needs assessment survey understood and acted upon.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Develop action plans based on results. Implement action plans.	Students served partially dependent on survey results	<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)_____	Less than \$1,000. Base.	
LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Results of needs assessment survey understood and acted upon.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Develop action plans based on results. Implement action plans.	Students served partially dependent on survey results	<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)_____	Less than \$1,000. Base.	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Results of needs assessment survey understood and acted upon.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop action plans based on results. Implement action plans.	Students served partially dependent on survey results	<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) _____	Less than \$1,000. Base.

GOAL:	Goal E: Offer Spanish and Mandarin in grades 6-8; Offer Spanish and Mandarin K-5	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 ___ COE only: 9 ___ 10 ___ Local : Specify _____
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Identified Need : World Language not offered in elementary school. Only Spanish offered in Middle School. Our community values World Language and values a choice of languages.

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners (we have no students who receive free/reduced price meals and no identified foster students)
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes: Provide Spanish to 4th and 5th graders. Provide interactive web-based Spanish supplement to 4th and 5th graders. Provide Mandarin and Spanish to 6-8th graders (they may choose which).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide Spanish at 4/5, Interactive supplementary Spanish at 4/5, and Spanish and Mandarin at 6-8.	All students well served.	<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)_____	Existing staffing levels. \$90,000. Base.

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes: Provide Spanish to 4th and 5th graders. Provide interactive web-based Spanish supplement to 4th and 5th graders. Provide Mandarin and Spanish to 6-8th graders (they may choose which). Investigate the possibility of expanding language offerings.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide Spanish at 4/5, Interactive supplementary Spanish at 4/5, and Spanish and Mandarin at 6-8.	All students well served.	<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)_____	Existing staffing levels. \$90,000. Base.

Investigate the possibility of expanding language offerings.	All students well served.	<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) _____	Less than \$1,000. Base.
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Provide Spanish to 4 th and 5 th graders. Provide interactive web-based Spanish supplement to 4 th and 5 th graders. Provide Mandarin and Spanish to 6-8 th graders (they may choose which). Investigate the possibility of expanding language offerings.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide Spanish at 4/5, Interactive supplementary Spanish at 4/5, and Spanish and Mandarin at 6-8. Investigate the possibility of expanding language offerings.	All students well served.	<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) _____	Less than \$1,000. Base.

GOAL:	Goal F: Build and implement new teacher evaluation system	Related State and/or Local Priorities: 1_x 2_x 3_x 4_x 5_x 6_x 7_x 8_x COE only: 9__ 10__ Local : Specify _____
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Identified Need : Teacher evaluation system was not conducive to professional development and growth over time. It was seen as onerous and was not attuned to the California Standards for the Teaching Profession

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners (we have no students who receive free/reduced price meals and no identified foster students)
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes: Implement the evaluation system, with revisions.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue implementing with professional development as needed. This professional development could be for the teachers, the evaluators, or both. The topic could be on the tool itself, or in the areas of need identified by the new system.	Please note that the system is connected to the CSTPs which highlight the needs of English learners, redesignated English proficient students, and special needs learners	<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) _____	Existing professional development budget. \$10,000. Base.

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Continue to implement.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue implementing with professional development as needed. This professional development could be for the teachers, the evaluators, or both. The topic could be on the tool itself, or in the areas of need identified by the new system. Please note, if all goes well, it is likely we will be able to remove this as an LCAP goal after next year.	Please note that the system is connected to the CSTPs which highlight the needs of English learners, redesignated English proficient students, and special needs learners	<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) _____	Existing professional development budget. \$10,000. Base.

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Continue to implement.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue implementing with professional development as needed. This professional development could be for the teachers, the evaluators, or both. The topic could be on the tool itself, or in the areas of need identified by the new system. Please note, if all goes well, it is likely we	Please note that the system is connected to the CSTPs which	<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) _____	Less than \$1,000. Base.

will be able to remove this as an LCAP goal after next year.

highlight the needs of English learners, redesignated English proficient students, and special needs learners

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GOAL:	Goal G: Identify and nurture the talents and needs of all students (the gifted, those that have specific needs, those with various learning styles, etc. Different strategies may need to be employed for different groups)		Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u>x</u> 4 <u>x</u> 5 <u>x</u> 6 <u>x</u> 7 <u>x</u> 8 <u>x</u> COE only: 9__ 10__ Local : Specify _____	
Identified Need :	We do not have fully effective district-wide programs for some populations			
	Schools:	All		
Goal Applies to:	Applicable Pupil Subgroups:	English Learners (we have no students who receive free/reduced price meals and no identified foster students)		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Gifted students identified and served.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Implement Gifted Identification protocol (year 1). Students in two grade levels will be tested with the OLSAT 8. In addition, students at other grades will be tested by request of the parents.	Gifted students a special focus here, including “twice exceptional” students who are both gifted and special needs (or English learners)	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __x_Other Subgroups:(Specify): <u>gifted</u>	\$20,000. Base.
	Implement Gifted Service Protocol (year 1). Principals will spearhead the process which is a Gifted CST investigating 13 different areas of service on which to attend.	Gifted students a special focus here, including “twice exceptional” students	OR: __Low Income pupils __English Learners	\$10,000 (professional development , in existing budget) Base.

who are both gifted and special needs (or English learners)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

Implement any needed changes to gifted identification and service model. Identify new sub-population to investigate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement Gifted Identification protocol (year 2). Students in two grade levels will be tested with the OLSAT 8.</p>	<p>Gifted students a special focus here, including "twice exceptional" students who are both gifted and special needs (or English learners)</p>	<p><u>__</u>ALL OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify): <u>gifted</u></p>	<p>\$10,000. Base.</p>
<p>Implement Gifted Service Protocol (Year 2). Principals will spearhead the process which is a Gifted CST investigating 13 different areas of service on which to attend. Adjustments will be made to the system based on the results of the first year of implementation.</p>	<p>Gifted students a special focus here, including "twice exceptional" students who are both gifted and special needs (or English</p>	<p><u>__</u>ALL OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify): <u>gifted</u></p>	<p>\$10,000 (professional development , in existing budget). Base.</p>

	learners)		
Identify new sub-population and develop action plan.	Depends on the identified sub-population and action plan	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): <u>gifted</u>	Less than \$1,000. Base.
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Continue to investigate new sub-population.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue serving gifted; continue investigating new sub-population.	Gifted students a special focus here, including "twice exceptional" students who are both gifted and special needs (or English learners). Also depends on the identified sub-population and action plan.	<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 checked="" type="checkbox"/> Other Subgroups:(Specify): <u>gifted</u>	Less than \$1,000. Base.

GOAL:	Goal H: Create a district-wide culture of professional growth and collaboration by implementing a well-resourced system that leads to improved teaching and learning, spurs innovation, and encourages life-long learning for all staff members		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify: High quality system of professional development
Identified Need :	We have a rich menu of offerings for professional growth, but need a comprehensive system whereby all staff members grow throughout their careers		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	English Learners (we have no students who receive free/reduced price meals and no identified foster students)	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	Written materials organizing professional development (e.g. conference sign ups, offerings to all, etc.) created.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create and distribute various tools that communicate the procedures, offerings, and rules regarding professional development.	All students served, though English learners, redesignated fluent English proficient, and special needs students have needs which may require special 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) _____	Less than \$1,000. Base.

activities

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes: High quality staff development delivered comprehensively within a defined system.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Deliver professional development in a comprehensive manner.	All students served, though English learners, redesignated fluent English proficient, and special needs students have needs which may require special professional development activities	<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) _____	Existing professional development budget. \$30,000. Base.

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes: High quality staff development delivered comprehensively within a defined system.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Deliver professional development in a	All students	<input type="checkbox"/> ALL	Existing

comprehensive manner.

served, though English learners, redesignated fluent English proficient, and special needs students have needs which may require special professional development activities

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups: (Specify) _____

professional development budget. \$30,000. Base.

GOAL:	Goal I: Build and encourage a culture of creativity, nimbleness, reasoned experimentation, and real-world application to prepare learners, both students and adults, for today and the future		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify: District Culture	
Identified Need :	We have a positive and supportive district culture, but one that can be improved with more creativity, nimbleness, and real-world application			
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners (we have no students who receive free/reduced price meals and no identified foster students)		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Launch district-wide the work done by the Think Tank.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Work presented at Back to School breakfast, October Staff Development Days, or both.	All students well served.	<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)_____	Less than \$1,000. Base.	
Work continues at school and District meetings.	All students well served.	<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)_____	Less than \$1,000. Base.	
LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Principals lead the change process at each school.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Culture work continues with school principals at the sites.	All students well served.	<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) _____	Less than \$1,000. Base.
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LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Principals continue the change process.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Culture work continues with school principals at the sites.	All students well served.	<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) _____	Less than \$1,000. Base.

GOAL:	Goal J: Students will develop a perspective and appreciation of multiple world cultures; will learn <i>how</i> to approach multiple cultures; and will develop an understanding and appreciation of the fact that we live in an interconnected global village	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>x</u> COE only: 9__ 10__ Local : Specify: Embracing all cultures
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Identified Need :	Our students will enter a world that is interconnected and collaborative, and must be effective working with people across geographical regions and cultures
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners (we have no students who receive free/reduced price meals and no identified foster students)
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Formal, written action plan developed.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Convene task force.	All students well served.	<u>x</u> ALL	Less than \$1,000. Base.
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Draft plan.	All students well served.	<u>x</u> ALL	Less than \$1,000. Base.
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Present plan for adoption.	All students well served.	<u>x</u> ALL	Less than \$1,000. Base.
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Action plan implemented.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement action plan.	All students well served.	__ALL	Less than \$1,000. Base.
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Action plan implemented.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement action plan.	All students well served.	__ALL	Less than \$1,000. Base.
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	Goal A: Adopt and implement math materials aligned to CCSS; Adopt supplementary materials for English learners	Related State and/or Local Priorities: 1__x_ 2__x_ 3__ 4__x_ 5__x_ 6__ 7__x_ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners (we have no students who receive free/reduced price meals and no identified foster students)
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Expected Annual Measurable Outcomes:	Goal reached when common-core-aligned math materials are adopted, implemented and are used by students. 2014-2015 6-8 students have access to CCSS-aligned math materials. Materials will include specialized supplementary materials for special needs and English learners 2015-2016 TK-5 students have access to CCSS-aligned math materials 2016-2017 Continued use of aligned materials	Actual Annual Measurable Outcomes:	1. 6-8 math materials adopted May 6, 2015 (expected) 2. 6-8 materials (including materials for English learners) ordered June/July . 3. TK-5 pilot and/or adoption planned to begin 2015-2016
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Purchase 6-8 math materials	1: \$40,000, Fund 1	1. Purchased 6-8 math materials	1: \$40,000, Fund 1
2. Purchase 6-8 math supplementary materials for English learners	2: \$1,000, Fund 1	2. Purchased 6-8 math supplementary materials for English learners	2: \$1,000, Fund 1
3. Provide professional development	3:	3. Provided professional development	3: professional
4. Pilot TK-5 math materials, select materials			

	<p>professional development costs are included in the cost of the program</p> <p>4: \$1,500 for substitutes, Fund 1</p>		<p>development costs are included in the cost of the program</p> <p>4: \$1,500 for substitutes, Fund 1</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>May need to adjust the timetable for TK-5 materials. This will depend upon the success of the pilot. We will only move forward with high quality materials that meet the needs of our students (including our English Learners).</p>		

Original GOAL from prior year LCAP:	Goal B: Adopt and implement ELA materials aligned to CCSS; Adopt supplementary materials for English learners		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 <input checked="" type="checkbox"/> 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners (we have no students who receive free/reduced price meals and no identified foster students)		
Expected Annual Measurable Outcomes:	<p>Goal reached when common-core-aligned ELA materials are adopted, implemented and are used by students.</p> <p>2014-2015 Research of materials</p> <p>2015-2016 TK-8 students have access to CCSS-aligned ELA materials. Materials will include specialized supplementary materials for special needs and English learners</p> <p>2016-2017 Continued use of aligned materials</p>	Actual Annual Measurable Outcomes:	Research of materials has begun.	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Form ELA committee 2. Pilot and/or adopt TK-8 ELA materials	Less than \$1,000.	1. Form ELA Committee	Less than \$1,000.	
Scope of service:		Scope of service:		
<input checked="" type="checkbox"/> ALL		<input checked="" 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The timeline will be adjusted. Research and piloting will occur in the 2015-2016 year.</p>		

Original GOAL from prior year LCAP:	Goal C: Increase bandwidth; add devices, change instruction to take advantage of digital resources		Related State and/or Local Priorities: 1_x 2_x 3__ 4__ 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners (we have no students who receive free/reduced price meals and no identified foster students)	
Expected Annual Measurable Outcomes:	<p>Goal met when 1) all middle school students have assigned wireless device; 2) the student: wireless device ratio at elementary school is 3:1 or better; and 3) bandwidth improves 500%</p> <p>2014-2015: Increase bandwidth 500%; increase student devices at elementary schools to at least 3:1, initiate 1:1 program at middle school; provide professional development</p> <p>Students have access to wireless devices more readily; have teachers better equipped to deliver high quality CCSS instruction</p> <p>2015-2016: Complete 1:1 program at middle school; provide professional development</p> <p>Students have access to wireless devices more readily; have teachers better equipped to deliver high quality CCSS instruction</p> <p>2016-2017: Provide professional development</p> <p>Students have access to wireless devices more readily; have teachers better equipped to deliver</p>	Actual Annual Measurable Outcomes:	<p>1) Increased bandwidth 500%; increased student devices at elementary schools to at least 3:1, initiated 1:1 program at middle school; provided professional development</p> <p>2) Completed 1:1 program at middle school; provided professional development</p> <p>Students now have access to wireless devices more readily; teachers are better equipped to deliver high quality CCSS instruction as evidenced by survey data</p>

high quality CCSS instruction			
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Increase bandwidth 500% 2. Add additional access points 3. Create Google domain for each student 4. Adopt management software 5. Purchase a Chromebook for every 6-8 student 6. Purchase additional laptop computers for TK-5 student use 7. Create a Teacher on Special Assignment for Crocker to assist teachers in digital instruction; 0.5 FTE 8. Create a Teacher on Special Assignment for elementary schools to assist teachers in digital instruction; 1.0 FTE	1, 2, 3, 4, 5, 6, 7, 8 \$400,000 \$76,066 from Common Core Expenditure Plan \$88,000 from donation from foundation \$235,934 from Fund 1	1. Increased bandwidth 500% 2. Added additional access points 3. Created Google domain for each 6-8 student 4. Adopted management software 5. Purchased a Chromebook for every 6-8 student 6. Purchased additional laptop computers for TK-5 student use 7. Created a Teacher on Special Assignment for Crocker to assist teachers in digital instruction; 0.5 FTE 8. Created a Teacher on Special Assignment for elementary schools to assist teachers in digital instruction; 1.0 FTE	1, 2, 3, 4, 5, 6, 7, 8 approximately \$400,000 \$76,066 from Common Core Expenditure Plan (in 2013- 2014) \$88,000 from donation from foundation (in 2013-2014) approximately \$235,934 from Fund 1
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<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)_____		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?	We completed the 1:1 program at Crocker ahead of schedule thanks in part to the support of the Hillsborough Schools Foundation. We had thought this would phase in over the course of two years. All else will continue as planned.		

Original GOAL from prior year LCAP:	Goal D: Conduct a comprehensive needs assessment and district culture survey		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	English Learners (we have no students who receive free/reduced price meals and no identified foster students)	
Expected Annual Measurable Outcomes:	<p>Goal completed when a needs assessment and district culture survey is received by at least 60% of parents and 85% of staff</p> <p>2014-2015 With input from all stakeholder groups, draft a needs assessment and district culture survey</p> <p>Send out needs assessment and district culture survey to all parents and staff</p> <p>Elicit responses, report findings</p> <p>2015-2016 Findings will be acted upon, improving student outcomes</p> <p>2016-2017 Findings will be acted upon, improving student outcomes</p>		Actual Annual Measurable Outcomes:
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Convene committee 2. Write survey 3. Send survey 4. Collect results		Minimum costs	In the fall of 2015-2016, we will conduct the survey.	
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<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)_____			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?	We decided to use a survey company in order to expedite our work. This will increase the cost and allow us to look at the data in different ways. We have also adjusted the timeline as we will conduct the survey in the fall.			

Original GOAL from prior year LCAP:	Goal E: Offer Spanish and Mandarin in grades 6-8; Offer Spanish and Mandarin K-5		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	English Learners (we have no students who receive free/reduced price meals and no identified foster students)	
Expected Annual Measurable Outcomes:	<p>Goal met when: 1) multiple world languages offered 6-8; and 2) world language is offered in elementary schools</p> <p>2014-2015 Students in 6-8 may choose from mandarin or Spanish</p> <p>4-5 students will receive Spanish instruction</p> <p>Students learn world language</p> <p>2015-2016 Continue implementation. Possible implementation in other grades and languages.</p> <p>Students learn world language</p> <p>2016-2017 Continue implementation. Possible implementation in other grades and languages.</p> <p>Students learn world language</p>		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Spanish offered at 4th and 5th grade 2. Mandarin offered at 6-8; traditional and simplified; multiple levels of instruction
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual	

				Expenditures
1. Add second world language at Crocker by reducing 1.0 FTE in Spanish and adding 1.0 FTE in Mandarin 2. Add 1.0 FTE to elementary in Spanish 3. Purchase instructional materials		1, 2, and 3: \$140,000, Fund 1		1. Add second world language at Crocker by reducing 1.0 FTE in Spanish and adding 1.0 FTE in Mandarin 2. Add 1.0 FTE to elementary in Spanish 3. Purchase instructional materials 1, 2, and 3: \$140,000, Fund 1
Scope of service:		Scope of service:		
<input checked="" type="checkbox"/> ALL		<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)_____		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?		We will not be able to hold to our scheduled roll out. All work was completed in 2014-2015 as scheduled, but no further additional teachers will be hired in 2015-2016. This is due largely to budget constraints.		

Original GOAL from prior year LCAP:	Goal F: Build and implement new teacher evaluation system		Related State and/or Local Priorities: 1__x__ 2__x__ 3__x__ 4__x__ 5__x__ 6__x__ 7__x__ 8__x__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners (we have no students who receive free/reduced price meals and no identified foster students)		
Expected Annual Measurable Outcomes:	<p>Goal met when: 1) a new teacher evaluation system is approved by the teachers and the Board of Education; 2) the new evaluation system is utilized, thus improving instruction and thus student learning outcomes</p> <p>2014-2015 New evaluation system launched</p> <p>Revisions made to new system</p> <p>Students have access to highly effective teachers</p> <p>2015-2016 Changes to system implemented</p> <p>Students have access to highly effective teachers</p> <p>2016-2017 Implementation continues</p> <p>Students have access to highly effective teachers</p>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. New Teacher Evaluation System approved April, 2014. 2. New system launched to begin the 2014-2015 school year 3. Trainings were given to all administrators 4. Trainings were given to all teachers 	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	

<ol style="list-style-type: none"> 1. Train all teachers during existing professional development days using existing staff members 2. Train all administrators during existing professional development days using existing staff members 3. Implement system 4. Revise system if necessary 	<p>Minimum costs</p>	<ol style="list-style-type: none"> 1. Trained all teachers during existing professional development days using existing staff member 2. Trained all administrators during existing professional development days using existing staff members 3. Implemented system 4. New Teacher Evaluation System approved April, 2014. 5. New system launched to begin the 2014-2015 school year 	<p>Minimum costs</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<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>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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>No changes.</p>		

Original GOAL from prior year LCAP:	Goal G: Identify and nurture the talents and needs of all students (the gifted, those that have specific needs, those with various learning styles, etc. Different strategies may need to be employed for different groups)	Related State and/or Local Priorities: 1__x__ 2__x__ 3__x__ 4__x__ 5__x__ 6__x__ 7__x__ 8__x__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners (we have no students who receive free/reduced price meals and no identified foster students)
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Expected Annual Measurable Outcomes:	Goal met when district wide programs are implemented for at least two special student populations, thus improving student outcomes for these special 2014-2015 Identify subgroups to be served Develop action plan for the gifted Begin to develop action plans for other identified populations Professional development given as needed Student subgroups more effectively served 2015-2016 Implement action plans Student subgroups more effectively served 2016-2017 Implement action plans Student subgroups more effectively served	Actual Annual Measurable Outcomes:	1. Gifted identification pilot completed 2. Gifted service model completed 3. Emotionally/behaviorally impacted students identified for study 4. Action plan completed
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Identify subgroups to be served 2. Develop action plan for the gifted 3. Develop other action plans for identified student subgroups	1-3: costs estimated to be \$50,000, Fund 1	1. Gifted identification pilot completed 2. Gifted service model completed 3. Emotionally/behaviorally impacted students identified for study	\$15,000 for 2015-2016
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<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)_____		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?	The cost estimate was adjusted downward. Emotionally/behaviorally impacted students identified for study, but no action steps were taken as alternate service models were found to not be viable.		

Original GOAL from prior year LCAP:	Goal H: Create a district-wide culture of professional growth and collaboration by implementing a well-resourced system that leads to improved teaching and learning, spurs innovation, and encourages life-long learning for all staff members		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify: High quality system of professional development	
Goal Applies to:		Schools: All Applicable Pupil Subgroups:	English Learners (we have no students who receive free/reduced price meals and no identified foster students)	
Expected Annual Measurable Outcomes:	Goal met when a coordinated system of professional development has been developed and implemented, thus improving instruction and student learning outcomes	Actual Annual Measurable Outcomes:	Coordinated system of professional development in progress.	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Develop action plan 2. Implement action plan		Less than \$1,000.	<ul style="list-style-type: none"> • Identified groups, individuals, and initiatives that would benefit from systematic professional development • Examined existing structures, make suggestions for revision, expansion, or addition • Created plans for target groups (ongoing) • Developing guidelines, expectations, selection process for conference attendance (ongoing) • Examined equity in offerings and participation • Examined expanded role of TOSAs and/or staff development trainers 	Less than \$1,000.
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR:		OR:		

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> 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?	Need to continue to identify and serve groups.		

Original GOAL from prior year LCAP:	Goal I: Build and encourage a culture of creativity, nimbleness, reasoned experimentation, and real-world application to prepare learners, both students and adults, for today and the future		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify: District Culture	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: English Learners (we have no students who receive free/reduced price meals and no identified foster students)	
Expected Annual Measurable Outcomes:	Goal met when HCSD has a nimble culture as measured by quick prototyping of new ideas	Actual Annual Measurable Outcomes:		
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Develop action plan 2. Implement action plan		Less than \$1,000.	1. Action plan created 2. Think Tank convened made up of staff members from all schools 3. Research shared 4. Plans to launch district-wide August 2015	Less than \$1,000.
Scope of service:			Scope of service:	
_x_ALL			_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress		The action plan was defined as a small group working this year with plans to launch district-wide next year. We will need to extend this work out another year in order to be successful with our		

and/or changes to goals?

goal.

Original GOAL from prior year LCAP:	Goal J: Students will develop a perspective and appreciation of multiple world cultures; will learn <i>how</i> to approach multiple cultures; and will develop an understanding and appreciation of the fact that we live in an interconnected global village		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>x</u> COE only: 9__ 10__ Local : Specify: Embracing all cultures	
Goal Applies to:		Schools: All Applicable Pupil Subgroups:	English Learners (we have no students who receive free/reduced price meals and no identified foster students)	
Expected Annual Measurable Outcomes:	Goal met when students demonstrate through student work products a perspective and appreciation of multiple world cultures	Actual Annual Measurable Outcomes:	Work has begun (see below) but is not yet completed.	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1. Develop action plan 2. Implement action plan		Less than \$1,000.	1. Library books purchased 2. Conversations begun 3. No formal action plan yet approved	
Scope of service:			Scope of service:	
<u>x</u> ALL				<u>x</u> ALL
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____				OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will need to finalize the action plan in the 2015-2016 year.		

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	<u>\$23,305</u>
<p>The LEA will NOT receive any increase in funds because of the LCAP as it is a Community Funded District (sometimes referred to as Basic Aid).</p> <p>However, the District calculates the money it would receive from LCAP supplemental and concentration grants to be \$23,305 based on its English learners. Again, the District has no identified foster youth or students who receive or qualify for free or reduced price meals.</p> <p>We will expend this \$23,305 from Fund 1 in the following way:</p> <ul style="list-style-type: none"> • \$23,305 supplementary materials for English Learners or Redesignated fluent English proficient students in the area of common core mathematics. See page 33. 	

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.

0.23%	%
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The LEA will NOT receive any increase in funds because of LCAP as it is a Community Funded School District (sometimes referred to as Basic Aid).

However, the District calculates the current year Minimum Proportionality Percentage (MPP) to be 0.23%. English learners and re-designated fluent proficient students in our District have access to the following items that other students do not: 1) English learner supplementary materials in the core subjects as well as materials purchased according to individual needs. In the past, this latter category has included pictorial dictionaries, personal dictionaries, pictorial input, workbooks, high/low literature, language board games, software or computer applications or services, and other materials. 2) web-based English language support; 3) testing during the summer to determine skill level and placement. The summer testing alone accounts quantitatively for the 0.23% MPP.

If foster youth students or students who receive free/reduced price meals are identified in the future, we will expend funds to meet their specific needs. Again, none of these students have been identified at this point.

Though 0.23% is our MPP, the Hillsborough City School District actually spends many times this amount on our unduplicated students, as evidenced by the goals and their corresponding budgets.

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).