

Introduction:

LEA: __Hart-Ransom Union Elementary School **Contact (Name, Title, Email, Phone Number):** __Jerrianna Boer, Principal, jboer@hartransom.org, 209-523-9979 **LCAP Year:** __2015-2016

Hart-Ransom Union School District is a 2 school district, including a TK-8 traditional school and a TK-12 home based Academic Charter School. This LCAP is for the TK-8 traditional school only. Because of the huge difference between the two schools, in program and in funding, the Academic Charter writes its own LCAP, as per direction by the Stanislaus County Office of Education.

Hart-Ransom Elementary School has a long history, dating back to 1955, when two little country schools – Hart and Ransom unified, and is located in a rural community just at the north-west area of Modesto, CA. The school has a population of 820, plus it houses the County Deaf and Hard of Hearing program, which increases the population to 832. 56% of our student population consists of children of local farmers, many of whose parents and grandparents attended Hart-Ransom and students from a small housing development. The other 44% of our students consists of inter-district students from all over the Modesto area. Hart-Ransom is a highly reputable and respected school because of its excellent academic history and family focused climate, therefore it is a school of choice for many families throughout the valley.

Hart-Ransom's ethnic population consists of 47.2% white not Hispanic, 46.46% Hispanic, 4.51% African American, 2.44% Asian, 1.34% American Indian Alaskan, and 1.46% Pacific Islander. Our special populations consist of 57% of students on Free and Reduced meals, 11% are English Learners and less than 1% are foster youth.

The staff consists of a single principal, 40 certificated classroom and support teachers, and approximately 26 classified staff that serve as instructional aides, bus drivers, maintenance, secretaries, yard supervisors, and kitchen staff. Each grade level has 3-4 classrooms and the 6th-8th grade is departmentalized.

We have a part-time counselor and speech therapist, 1.6 FTE Special Ed/Resource teachers, 1.8 FTE ELD teachers, a .5 FTE Visual and Performing Arts teacher, 1 FTE jr. high health and 4th-6th grade PE teacher, a full-time computer teacher/coach, and full-time library clerk.

Hart-Ransom's vision and mission is that all students can and do achieve at high standards academically in both core curricular areas and in a broader curricular realm, including visual and performing arts, physical education and technology, and that each student has opportunities to grow to their full potential in life areas such as citizenship, and development of personal strengths through clubs, leadership organizations and extra-curricular activities. We believe children learn in an environment in which they feel important and empowered. Administration and staff work together with families to provide and promote a climate of respect, kindness, fun and accountability because we are a family of learners growing together.

Our academic program is strong and rigorous. For 10 years our API has exceeded 800 and we achieved California Distinguished Schools in 2010. We focus on the whole child promoting growth in all areas of life and in 2009 and 2010 we won the Governor's Fitness Program and received a full fitness facility for our students, which includes 30 fitness machines for our students to use.

Our state of the art technology lab and program allows students to utilize technology on a daily basis for learning, research, exploration and project development. We have tablets for our youngest learners in grades TK-2. Our technology coach works with teachers and students in grades 1-6 implementing learning through technology using laptops. Our 6 laptop carts are out in classrooms daily to implement technology into the core curricular learning. Grades 7 and 8 have technology classes in our computer lab, as well as use the laptops in the classrooms. By the end of 8th grade our students have achieved technology literacy such that they can develop multi-media projects, build web-sites, and utilize the tools of technology with competence that completes their computer literacy requirements for high school.

Our extra-curricular program includes a sports program for students in grades 6-8, choir and band for students in grades 4-8, student council, yearbook staff, safety patrol, and an ASES afterschool program. The school participates in county competitions including Science Olympiad, Spelling Bee and two years running placed at 9th and 2nd in the National Future Cities competition.

Hart-Ransom has extensive parent support and involvement in the school and its programs. We have an active School Site Council, English Learner Advisory Committee, parent involvement in our Safety Team, and many parents who help in classrooms on a daily basis. Our Parent Teacher Club is active in fundraising for the school,

providing family activities and providing learning experiences for students through events such as Ag Days and International Days.

Hart-Ransom has many things to offer students so they may be successful in college, career and life. We are a large school, with a small school feel, and a large heart. We believe Hart-Ransom truly is a great place for students to learn and grow, and “Soar Into Tomorrow.”

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Throughout the 2014-2015 school year at each Site Council meeting an update of progress on goals has been reported out and discussed. ELAC members were invited to these meetings.</p> <p>Meeting 1- 9/11/14 – At this meeting the 2014-2015 LCAP was reviewed to the Site Council. Explanation of how implementation was to occur throughout the year was given.</p> <p>Meeting 2 - 11/13/15- Update on progress thus far regarding LCAP. Discussion on the first parent child learning experience night was the focus of the parents.</p>	<p><i>Meeting 1: Members were excited about the plans for the year. There were many questions regarding the new math program, how it was different in scope and expectations for students. There was a positive response to the new VAPA class and parents were excited to see what it would entail and how students would respond.</i></p> <p><i>Meeting 2: The parent/student learning night – the Reading Night – was positively received. A report was given on the activities and attendance of the event. Site Council Members felt that the evening was a very good experience for the entire family. They appreciated the</i></p>

<p>Meeting 3 - 1/27/15- Update on progress of LCAP – The discussion focused on the upcoming family math night and much time was spent discussing the upcoming after-school tutoring program</p> <p>Meeting 4 - 3/12/15 – Update of LCAP and discussion regarding ideas for 2015-16 LCAP</p> <p>Meeting 5 - 5/7/15 –At this meeting the Site Council was given the draft of the 2015-16 LCAP and asked questions and gave input to revisions.</p>	<p><i>teachers creating activities for families and the fact that it was held at a bookstore to give children that experience.</i></p> <p><i>Meeting 3: Stake holders gave ideas for the family math night. The bulk of the meeting was spent on discussion of how the after school tutoring would be designed and implemented. There were questions as to how students would be selected to be in the program, size of the classes and the curriculum that would be used for the program.</i></p> <p><i>Meeting 4 – At this meeting there was presented a more extensive overview of the progress of the LCAP and stakeholders were asked for input to begin the 2014-2015 LCAP. There was very positive response to the VAPA classes that had been put in place for the 2014-2015 school year and there was overwhelming agreement to continue that program and find other ways to incorporate more of the arts into the education of the students. Their input regarding the arts was used in developing the 2015-16 LCAP. The increase of technology at all grade levels was very well received by stakeholders and they expressed a desire to continue to increase access to technology for students at all grade levels, which is evident in the 2015-16 LCAP. Stakeholders discussed the needs of the school’s special populations and were pleased with the data regarding the after school tutoring. The suggested the tutoring be extended and begun earlier in the school year .</i></p> <p><i>Meeting 5- The draft of the 2014-2105 LCAP was presented to stakeholders for input and revision ideas.</i></p>
<p>A special ELAC meeting was held on April 20, 2015 – This meeting was held as there was not ELAC representation at the 3/12/15 School Site Council meeting. A full update of the 2014-15 LACP was given. Discussion of ideas regarding 2015-16 LCAP.</p>	<p><i>ELAC meeting – April 20, 2015 Our English Learner parents were especially pleased with the after school tutoring and the liaison person to assist with communication between school and our EL parents. This group also expressed the need to extend the after school tutoring program and gave input regarding the desire for access to the library-media center for students and families. This input was developed as an action item in the</i></p>

<p>1/27/15 Parent Teacher Club met and administration reviewed the 2104-2105 LCAP progress, through a Power Point and handout. Questions were answered and parents were given a questionnaire to complete regarding ideas, needs and suggestions they had for the 2015-2016 LCAP.</p> <p>3/12/15 – School Board meeting – Hart-Ransom Elementary principal presented a Power Point update of the 2014-15 LCAP.</p> <p>Additionally, the overview of the 2014-2015 LCAP was posted on the school website.</p> <p>Monthly staff meetings had an agenda item regarding LCAP issues – either as a report of progress or an opportunity to give response to the current plan and input for the 2015-16 LCAP.</p> <p>The Power Point utilizing a simplified template to report progress was presented to all groups regarding the goals and connected actions of the 2014-15 LCAP.</p>	<p>2015-16 LCAP</p> <p><i>In the meeting with the Parent-Teacher club many ideas were brought to the table for the upcoming year. As a result of the meeting and the written responses the following were addressed in the 2015-2016 LCAP. The increased communications with families, Career Days and increased library time for our students were all praised as being very effective. The after school tutoring and family learning nights were valued by the stakeholders.</i></p> <p><i>Needs and ideas that were expressed verbally or on the surveys for the 2015-2016 LCAP are the following:</i></p> <ul style="list-style-type: none"> <i>*addition of administration (vice-Principal)</i> <i>*additional counselling services specifically to assist jr. high students with transition to high school and support for students with academic and emotional needs</i> <i>*more special events, clubs and school activities for students</i> <i>*a greater focus on teacher professional development in regard to state standards</i> <i>*a greater focus on student achievement in the area of math</i> <i>*expansion of tutoring program for students</i> <i>*although the school is seen as communicating well with families, there is a desire for greater communication from classroom teachers to parents</i>
<p>Annual Update:</p> <p>Throughout the year the stakeholder groups were kept informed on progress and actions regarding the implementation of the 2014-2015 LCAP. Expenditures and metrics information was shared and opportunities to give input for the 2015-16 LCAP were solicited.</p>	<p>Annual Update:</p> <p>These meetings allowed stakeholders to respond to implemented actions and participate in the development of the new LCAP. Participants found the LCAP template difficult to understand and requested a simplified, more user friendly presentation of the information. A local template for progress reporting was developed and used at the meetings.</p>

<p>Through late March and April all stakeholder groups were given an overview of progress and introduced to the new template.</p> <p>The information and input gathered from the stakeholder groups was reviewed and revisions and additions to increase and improve services for students and student learning were put into the plan.</p> <p>May 21, 2105 was the board meeting in which the 2014-15 LCAP Annual Update 2015-18 plan was held. LCAP was introduced and a public hearing was held regarding it and was on the May 21, 2015 Board of Trustees meeting agenda . This was an information and study item.</p> <p>The Board of Trustees adopted the 2015-2018 Local Control Accountability Plan at the June 25, 2015 as an action item.</p>	<p>Responses to the overview of progress was positive. The new template was well received, however, stakeholders felt it was still rather unwieldy and requested the more simplified local template be used in meetings as the tool for discussion.</p> <p>The plan was made available to stakeholders in its entirety on the website after the May 21 meeting. However, it was determined that the simplified summary in the Power Point presentation to the board also be posted on the school website.</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?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

		<u>__Other Subgroups(Specify)_____</u>	
1c. Explore Adoption of Common Core ELA materials.	School-wide	<u>__X__ALL</u> OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>__Other Subgroups:(Specify)_____</u>	1c. no cost this year
1d. Continue Professional Development of ELA – consultant from County Office – presentation lessons and classroom visitations	School-wide	<u>__X__ALL</u> OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>__Other Subgroups:(Specify)_____</u>	1d. \$5850.00 Program Improvement Title 1
1e. Professional Development for ELD standards for all teachers			1e. \$1500.00 Program Improvement Title 1
1f. Release time for Professional Development – ELA	School-wide	<u>__X__ALL</u> OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>__Other Subgroups:(Specify)_____</u>	1f. \$2000. Program Improvement Title 1
1g. Professional Development for VAPA standards			1g. no cost LCFF
1h. Hire .6 art teacher			1h. \$47,000
1i. Bring in visiting art/theater groups to instruct students and do presentation/performance with them			1j \$3200. LCFF - awards
1j. Implement Professional Learning Communities			1j \$1000. PI –Title 1

1k. Induction Program Mentor for new teachers			1k. \$3000.00 PI- Title 1
1l. Mentor for resource intern			1l.\$1000.00 PI – Title 1

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	1. Documentation re: Professional Development in CCSS, ELD standards, Next Gen Science standards – sign in sheets, documentation of teacher attendance at conferences 2. Explore Adoption of ELA state standards aligned Curriculum to adopt for 2016-17 school year – School Leadership Team agendas and minutes. 3. 100% of teachers will be highly qualified per NCLB standards 4. Full implementation of TK-3 standards based report cards 5. Implementation and Documentation of PLC's meetings 6. Implementation and documentation of VAPA into core curricular areas 7. Physical Fitness Testing results 8. Williams Act accountability reports
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Yr2- 1a. Purchase Common Core aligned ELA materials	School-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1a. \$75,000.00 LCFF
Yr.2 – 1b. Continue PD regarding ELD/ELA standards Yr. 2 – 1c. Continue PD regarding Next Generation Science standards – for teachers	School-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2000.00 LCFF \$2000. LCFF

Yr. 2 – 1d. Continue PLC meetings with staff	School-wide	X__ALL	1d. no cost
Yr. 2 – 1e. Explore Next Generation Science standards aligned materials.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1e. no cost
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	1. Documentation re: Professional Development in CCSS, ELD standards, Next Gen Science standards – sign in sheets, documentation of teacher attendance at conferences 2. Explore Adoption of ELA state standards aligned Curriculum to adopt for 2016-17 school year – School Leadership Team agendas and minutes. 3. 100% of teachers will be highly qualified per NCLB standards 4. Full implementation of TK-3 standards based report cards 5. Implementation and Documentation of PLC’s meetings 6. Implementation and documentation of VAPA 7. Physical Fitness Testing results 8. Williams Act Accountability report		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Yr. 3 1a. Purchase Next Generation Science aligned materials	School-wide	__X__ALL	1a. \$75,000. LCFF
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Yr. 3 1b. Continue and increase professional development in ELD/ELA standards	School-wide	__X__ALL	1b. \$1000.
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Yr. 3 1c. Continue PD in Next Generation Science Standards Yr. 3 1d. Professional Development in New ELA curriculum	School-wide	__X__ALL	\$2000. LCFF \$2000. LCFF
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL:	2. Increase student connectedness to school while ensuring a safe, positive and healthy environment.		Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	*More time needed for counselling for students *Increase in student attendance and decrease in chronic absenteeism *Decrease detention, suspension and expulsion rates *Increase student connectedness to and involvement in school *Facilities will be safe and conducive to learning		
Goal Applies to:	Schools: Hart-Ransom Elementary Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	1. Increased counselling time. 2. Addition of Vice Principal 3. Percentage of detentions, and suspensions rates will decrease by 2%; expulsion rates will remain 0. 4. Attendance rates will increase by 2%; absenteeism rates will decrease by 2%. 5. Continued rate of zero Middle School drop outs. (No high school drop-outs or graduation rates as Hart-Ransom is a K-8 school) 6. Parent survey will show 60% or more feel school is safe for their students. 7. California Healthy Kids Survey results will improve by 5%. 8. 15% or more students will be involved in extra-curricular activities 9. Facilities annual FIT will continue to show 100% excellent scores		
Actions/Services		Scope of Service	Budgeted Expenditures
2a. Full revision of School Safety Plan		School-wide	Pupils to be served within identified scope of service <u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient
2b. Utilize California Healthy Kids Survey to revise School Safety Plan			2a. no cost 2b. \$200.

2c. Utilize Parent Survey to revise School Safety Plan		<u>__</u> Other Subgroups:(Specify)_____	\$1500. LCFF
2d. Continue and increase incentive for student attendance	School-wide	<u>_X_</u> ALL	\$500.00 LCFF
2e. Install new volleyball standards and nets in the gym			2e. \$3000. LCFF awards
2f. Increase Positive Behavior Intervention and Support program – focus on intervention and support		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)_____	2f – no direct costs
2g. Train Vice Principal and Counsellor in PBIS			2g. \$2500. LCFF
2h. Implement Anti-bullying/Civility activities throughout the year			2h. \$2000. LCFF
2h. Hire Vice Principal	School-wide	<u>_X_</u> ALL	\$116,000 LCFF
2i. Increase counseling services .4 FTE		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)_____	\$35,000. LCFF
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	1. Percentage of detentions, suspensions expulsion rates will decrease by 2%. 2. Attendance rates/absenteeism rates will decrease by 2%. 3. Continued rate of zero Middle School drop outs. (No high school drop-outs or graduation rates as Hart-Ransom is a K-8 school) 4. Parent survey will show 65% or more feel school is safe for their students.		

	5. California Healthy Kids Survey results will improve by 5%. 6. 16% or more students will be involved in extra-curricular activities 7. Facilities annual FIT will continue to show 100% excellent scores		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Yr. 2 2a. Continue and increase incentive for student attendance	School-wide	<u> X </u> ALL	2a. \$500.00 LCFF
Yr. 2 2b. Continue Positive Behavior Intervention and Support program		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2b. – no cost
Yr. 2 2c Continue to utilize Parent Survey regarding student connectedness and school climate.			2c – \$300. LCFF
Yr 2 2d. Increase implement Anti-bullying/Civility activities throughout the year	School-wide	<u> X </u> ALL	2d. \$1500.00 LCFF
Yr 2 2e. Improve/increase extra-curricular activities for students		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Yr. 2 2f. Implement Campus Pride initiative and incentives (clean campus)	School-wide	<u> X </u> ALL	2e \$500.00 LCFF
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	1. Percentage of detentions, suspensions expulsion rates will decrease by 2%. 2. Attendance rates/absenteeism rates will decrease by 2%. 3. Continued rate of zero Middle School drop outs. (No high school drop-outs or graduation rates as Hart-Ransom is a K-8 school) 4. Parent survey will show 65% or more feel school is safe for their students. 5. California Healthy Kids Survey results will improve by 5%. 6. 17% or more students will be involved in extra-curricular activities 7. Facilities annua FIT will continue to show 100% excellent scores		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Yr 3 2a. Continue PBIS program Yr 3 2b. Continue Anti-bullying and civility activities and presentations throughout the year	School-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	2a. \$500.00 LCFF 2b \$1500.00 LCFF
Yr 3 2c. Utilize Parent Survey regarding student connectedness and school climate Yr 3 2d. Implement student survey regarding school connectedness –CHKS	School-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	2c. \$300.00 LCFF
Yr 3 2e. Training for yard supervisors	School-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	2e. \$1000.00 LCFF
GOAL:	3. Increase the percentage of students who demonstrate academic proficiency in Core curricular areas and that are on-track to graduate and be college and career ready.		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6 __ 7__ 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
Identified Need :	*Improve student proficiency in core curricular areas *Improve EL student proficiency in English language development *Improve EL student proficiency in core curricular areas *A system of benchmark/formative assessments and reporting *Increased student outcomes for areas of physical fitness, the arts and music *Hart-Ransom is a K-8 school and has no high school, thereby Priority 4 c, f, and g are not applicable		

Goal Applies to:	Schools:	Hart-Ransom Elementary		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	1. CAASP results- establish baseline from 2014-2015 scores 2. Benchmark/formative results – establish baseline during 2015-2016 3. AMO results – increase number of students who increase a level in acquisition of the English language by 5% 4. AMO results – increase number of students who are reclassified as English proficient by 5% 5. API will remain 822 because the state of California has frozen the API at the 2013 levels 6. Addition of broader curricular classes including arts, music, PE			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a. Increase after school tutoring for struggling students by extending duration of services		School-wide	<u> X </u> ALL	3 a \$15,000.00 PI – Title 1
3b. Implement Benchmark assessments for all grade levels			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other SubgroupsSpecify)_____	3b no direct costs
3c. Implement Progress Monitoring program for all grade levels				\$10,000 LCFF and PI-Title 1
3d. Professional Development re: Progress Monitoring program				3d. \$1000.
3e. Library-Media center open for community use		Unduplicated students	<u> </u> ALL	3e.\$1500. SPCN
3f. Continue parent support and engagement			OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient __Other SubgroupsSpecify)_____	
				3f. \$1000. LCFF

3g. Add .4 FTE Resource specialist – to raise to 2.0 FTE	Unduplicated and special ed students	<u> </u> ALL	3g. %25,000 SPCN and LCFF
3h. Contracted specialized learning placements for special education students (SDC classes)		OR: <u> </u> Low Income pupils <u> </u> X <u> </u> English Learners <u> </u> X <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient	3h. \$276,000 SPCN and LCFF
3i. Add .8 FTE ELD		X <u> </u> Other Subgroups(Specify) <u> </u> special ed students	3i. \$90,108 SPCN

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. CAASP results- improve student results in ELA and Math by 5% 2. Benchmark/formative results – improve student results in ELA and Math by 5% 3. AMO results – increase number of students who increase a level in acquisition of the English language by 5% 4. AMO results – increase number of students who are reclassified as English proficient by 5% 5. API will remain 822 because the state of California has frozen the API at the 2013 levels		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Yr. 2 3a. Continue after school tutoring for struggling students	School-wide	<u> </u> X <u> </u> ALL	3a. \$16,000. PI- Title 1 3b and 3c \$7500.
Yr. 2 3b Continue Benchmark assessments		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient	
Yr. 2 3c Continue Progress Monitoring program for all grade levels		<u> </u> Other Subgroups:(Specify)_____	
Yr. 2 3d. Continue counseling services to 1.0 FTE (see goal 2)	School -wide	<u> </u> ALL	3d. \$4000. LCFF and SPCN 3e. \$2000. LCFF and SPCN 3f. \$1500.
Yr. 2 3e. Continue Library-Media center open for community use		OR: <u> </u> X <u> </u> Low Income pupils <u> </u> X <u> </u> English Learners <u> </u> X <u> </u> Foster Youth <u> </u> X <u> </u> Redesignated fluent English proficient	
Yr. 2 3f. Continue and increase parent support and engagement		<u> </u> Other Subgroups:(Specify)_____	

			LCFF and SPCN
Yr. 2 3g. Continue .4 FTE Resource specialist – for a total of 2.0 FTE	Unduplicated and special ed students	<u> </u> ALL	3g. \$3000. LCFF and SPCN
Yr 2 3h. Continue contracted specialized learning placements for special education students (SDC classes)		OR: <u> </u> Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> X Other Subgroups:(Specify) <u> </u> Special education students	3h \$27,000 LCFF and SPCN
Yr 2 3i. Continue .8 FTE ELD			3i \$4000. SPCN

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. CAASP results- improve student results in ELA and Math by 5% 2. Benchmark/formative results – improve student results in ELA and Math by 5% 3. AMO results – increase number of students who increase a level in acquisition of the English language by 5% 4. AMO results – increase number of students who are reclassified as English proficient by 5% 5. API will remain 822 because the state of California has frozen the API at the 2013 levels		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Yr 3 3a. Continue and expand after school tutoring for struggling students	School-wide	<u> </u> X ALL	3a. \$17,000. PI and Title 1
Yr 3 3b. Continue Benchmark assessments		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)_____	3b and 3c \$ 8500. LCFF
Yr 3 3c. Continue Progress Monitoring program for all grade levels			
Yr 3 3d. Continue 1.0 FTE counselling	Unduplicated	<u> </u> X ALL	3d. \$4000.

<p>services(see goal 2)</p> <p>Yr 3 3e. Continue Library-Media center open for community use</p> <p>Yr.3 3f. Continue and increase parent support and engagement</p>	<p>ted students</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>LCFF and SPCN</p> <p>3e \$2500 SPCN</p> <p>3f. \$1000. SPCN</p>
<p>Yr. 3 3g. Continue .4 FTE Resource specialist – total 2.0 FTE</p> <p>Yr 3 3h. Contracted specialized learning placements for special education students (SDC classes)</p> <p>Yr. 3 3i. Continue .8 FTE ELD/Sheltered English teacher</p>	<p>Unduplicated students and special ed students</p>	<p>__ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education students</u></p>	<p>3g. \$4000 LCFF and SPCN</p> <p>3h \$276,000 LCFF and SPCN</p> <p>3i \$4000.00 LCFF and SPCN</p>
<p>GOAL:</p>	<p>4. Parents, family and community stakeholders will become more fully engaged as partners in the education of Hart-Ransom Students</p>		<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__<u>X</u> 4__ 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
<p>Identified Need :</p>	<ul style="list-style-type: none"> *Increased participation in Site Council, ELAC committees *Increased participation in parent/student school activities *Increased communication between teachers and parents *Increased communication between school office and parents *Increased incorporation of parent expertise and parent/student learning experiences in class and outside school events 		

	*Increased parent education in areas of state standards and technology.		
Goal Applies to:	Schools:	Hart-Ransom	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	1. Rosters of parent advisory committees, sign-in sheets for meetings 2. Sign-in sheets for parent/student learning activities 3. Teacher web pages 4. Documentation of parent participation in career days 5. Up to date web-site including all documents: SARC, LCAP, LCAP Power Point, LEAP, and state assessment results 6. Business partnership documentation 7. Parent Education evenings sign-in sheets and agendas		
Actions/Services		Scope of Service	Budgeted Expenditures
4a. Establish web page for all teachers		School-wide	Pupils to be served within identified scope of service <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)_____
4b. Professional development for teachers on web page usage			4a – \$198. 4b no cost 4c no cost 4d. no cost
4c. Continue expanding school web site			4e. \$500. LCFF
4d. Post both formal LCAP and Power Point of 2015-2016 LCAP highlights on school web site and other school documents			4f \$1500. LCFF
4e. Communications to Parent Advisory committees			
4f. Parent Survey			

4g. Library-Media center open for community use	School-wide	<u> X </u> ALL	4g \$1500.
4f. Provide parent educational events		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) _____	4f. \$500.00
4g. Continue Career Days each trimester for junior high	School-wide	<u> X </u> ALL	4g. \$500.
4h. Parent/student learning events			4h \$1000.
4i. Teacher compensation for Parent/student learning events		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) _____	4i \$4500.
4j. Explore business partnership with community businesses			4j no cost

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. Rosters of parent advisory committees, sign-in sheets for meetings 2. Sign-in sheets for parent/student learning activities 3. Teacher web pages 4. Documentation of parent participation in career days 5. LCAP power point on Web page 6. Business partnership documentation 7. Parent Education evenings sign in sheets and agendas		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Yr 2 4a. Continue to expand teacher web pages	School-wide	<u> X </u> ALL	4a \$200
Yr 2 4b. Continue expanding school web site		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) _____	
Yr 2 4c. Post both formal LCAP and Power Point of 2016-2017 LCAP highlights on school website			4c no cost

Yr 2 4d. Continue Library-Media center open one night per week for community use (see Goal 2)		<u> X </u> ALL	4d \$2000
Yr 2 4e. Continue parent educational events		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4e \$500. LCFF
Yr2 4f. Continue Career Days each trimester for junior high students	School-wide	<u> X </u> ALL	4f \$600.
Yr 2 4g. Continue parent/student learning experience events		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4g \$600.
Yr 2 4h Teacher compensation for parent/student learning events			4h \$4500.
Yr 2 4i Implement business partnership with community businesses			4i no cost
Yr 2 4j Explore increasing enrichment activities that support standards			4j no cost
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	1. Rosters of parent advisory committees, sign-in sheets for meetings 2. Sign-in sheets for parent/student learning activities 3. Teacher web pages 4. Documentation of parent participation in career days 5. LCAP power point on Web page 6. Business partnership documentation 7. Parent Education evenings		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Yr 3 4a. Continue to expand teacher web pages	School-wide	<u> X </u> ALL	4a \$200
Yr 3 4b. Continue expanding school web site		OR: __Low Income pupils __English Learners	4b no direct cost
Yr 3 4c. Post both formal LCAP and Power Point of 2016-2017 LCAP highlights on school website		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	4c no direct cost
Yr 3 4d. Continue counseling services to 1.0 FTE	School-wide	<u> X </u> ALL	4d \$3000
Yr 3 4e Continue Library-Media center open one night per week for community use		OR: __Low Income pupils __English Learners	4e \$2500
Yr 3 4f Continue and increase parent support and engagement		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	4f \$500.
Yr 3 4g Continue Career Days for junior high students each trimester	School-wide	<u> X </u> ALL	4g \$600.
Yr 3 4h Continue parent/student learning - experience events		OR: __Low Income pupils __English Learners	4h \$600.
Yr 3 4i Teacher compensation for parent/student learning events		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	4i \$4500.
Yr 3 4j. Implement business partnership with community businesses			4j no cost
Yr 3 4k Increase enrichment activities that support standards			4k \$ 4000.

GOAL:	5. Ensure all students have access to current technology and can demonstrate age appropriate competency in technological understanding and usage.		Related State and/or Local Priorities: 1__ 2__ 3__ <u>X</u> 4__ 5__ 6__ <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
	Identified Need : <ul style="list-style-type: none"> *Increased hardware *Increased software and licensing *Increased bandwidth and wi-fi access on campus *Professional development in use of Google tools as a Google school *Professional development in the use of technology for teaching and learning *Increased access and instruction for students in technology use and implementation into their learning 			
Goal Applies to:		Schools:	Hart-Ransom	
		Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	1. Documentation regarding added wi-fi access points 2. 100% of 8 th grade students will achieve high school computer lit standards by the end of the school year. 3. 90% of students will develop a multi-media project as per grade level technology standards in ELA and math state standards 4. Sign-in sheets for professional development 5. Documentation of staff attendance to professional development conferences in technology (off campus) 6. Sign-in sheets for parent education nights in technology			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5a. Add 7 wi-fi access points on campus		School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups(Specify)_____	5a \$7000 LCFF

5b. Annual software licenses			5b \$5000. LCFF
5c. Presentation projectors replacement in grades 1-3 (5 per year)			5c \$15,000.
5d. Professional development for technology coach	School-wide	<u> X </u> ALL	5d \$2300. LCFF
5e. Professional development in use of Google tools for teaching and learning (jr. high staff)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups Specify)_____	5e \$700. LCFF
5f Professional development in the use of technology in the classroom – conferences – all staff			5f. \$3600. LCFF
5g Purchase Chrome books for all students grades 7 and 8 – 1 to 1	School-wide	<u> X </u> ALL	5g. \$60,000. LCFF
5h Parent education events in technology to support student learning		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5h \$200. Title 1

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. Documentation regarding added wi-fi access points 2. 100% of 8 th grade students will achieve high school computer lit standards by the end of the school year 3. 90% of students will develop a multi-media project as per grade level technology standards in ELA and math state standards 4. Sign-in sheets for professional development 5. Documentation of attendance by staff to professional development conferences in technology 6. Sign-in sheets for parent education nights in technology		
	Actions/Services	Scope of Service	Budgeted Expenditures
		Pupils to be served within identified scope of service	

Yr 2 5a. Annual software licenses	School-wide	<u> X </u> ALL	5a \$5000. LCFF
Yr 2 5b Presentation projectors replacement in grades 1-5 (5)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5b \$15,000. LCFF
Yr 2 5c. Purchase sound systems for all classrooms (31)			5c \$31,000. LCFF
Yr 2 5d. Professional development for technology coach		<u> X </u> ALL	5d \$3000. LCFF
Yr 2 5e. Professional development in use of Google tools for teaching and learning (jr. high staff)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5e \$500. LCFF
Yr 2 5f. Professional development in the use of technology in the classroom – conferences – all staff			5f \$3600. LCFF
Yr 2 5g Replacement of laptops	School-wide	<u> X </u> ALL	5g \$5000. LCFF
5h Parent education events in technology to support student learning		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5h \$400. Title 1
			.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Documentation regarding added wi-fi access points 2. 100% of 8th grade students will achieve high school computer lit standards by the end of the school year. 3. 90% of students will develop a multi-media project as per grade level technology standards in ELA and math state standards
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4. Sign-in sheets for professional development
5. Documentation of staff attendance to professional development conferences in technology
6. Sign-in sheets for parent education nights in technology

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Yr 3 5a. Annual software licenses	School-wide	<u> X </u> ALL	5a \$9000.
Yr 3 5b. Purchase short-throw projectors for classrooms grades 4-8		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	5b \$20,000.
Yr 3 5c. Professional development on use of short throw projectors grades 4-8			5c no cost
Yr 3 5d. Yr 2 5d. Professional development for technology coach	School-wide	<u> X </u> ALL	5d \$5000. LCAP
Yr 3 5e Professional development in the use of technology in the classroom – conferences – all staff		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	5e \$4500. LCAP
Yr 3 5f Parent education events in technology to support student learning	School-wide	<u> X </u> ALL	5f \$500. Title 1
Yr3 5g Replacement presentation projectors grades 1-3 (5 classrooms)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	5g \$15000 LCFF
Yr 3 5h Replacement laptops			5h \$6500. LCFF

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:	1. Ensure that all students will be taught by highly qualified teachers who provide access to adopted Common Core State Standards.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:		Schools: Hart-Ransom Elementary	
		Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	The metrics for effectiveness of students being taught by highly qualified teachers who provide access to adopted Common Core State Standards are: 1. Professional Development for teachers in Common Core State Standards. 2. Documentation of participation at PD opportunities 3. Increased proficiency in classroom practices through observation and monitoring. 4. Adopt Common Core Standards in ELA and math		Actual Annual Measurable Outcomes:
	1. Sign-in sheets for professional development for Common Core State Standards – 100% of teachers attended 30 hours of CCSS PD during the 2014-2105 school year. 2. Documentation of professional development for teachers at off-campus trainings, workshops and conferences. 62.5% of the staff attended 41 full day workshops and/or conferences on CCSS 3. Observation and Evaluation notes and reports regarding teaching and learning proficiency in standards 4. Engage New York Math CCSS aligned math program was purchased for all students		
LCAP Year 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action/services: A. Explore curricular programs aligned to the CCSS	\$12,000	A. Purchased and implemented Engage New York Math program for all grade levels – All grades and all classrooms fully implemented Engage New York curriculum and CCSS strategies for teaching through the 21 st Century skills of communication, collaboration, creativity and critical thinking.	\$17,000
Scope of service:	Hart-Ransom Elementary	Scope of service:	Hart-Ransom Elementary
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<p>A. Action: Add 2 minimum days to school calendar for professional development</p> <p>B. Professional Development was provided for teachers in the areas of CCSS in both ELA and Math.</p> <p>C. Stanislaus County Consultant to provide PD in areas of ELA and Math</p> <p>D. Design standards aligned report cards TK-3</p> <p>E. Professional Development for Standards for English Learners</p> <p>F. Add .5 FTE enrichment teacher for visual and performing arts</p> <p>G. Increase classroom based technology coach working directly with teachers and students</p>	<p>A.no direct cost B nothing budgeted C.\$6,000. D No direct costs F.\$41,441</p>	<p>A. 2 minimum days were added to school calendar for professional development</p> <p>B. On site professional development was provided for CCSS math – staff meetings and minimum days PD. Number of hours provided: 30</p> <p>62.5% of teachers attended 41 full day workshops for professional development in CCSS math and/or ELA</p> <p>C. Stanislaus County ELA provider came to the school and provided 9 hours of PD in ELA focused specifically on close reading and writing.</p> <p>D. Grade level teachers at TK-3 along with administrators researched CCSS aligned report cards and developed local report cards that were analyzed and reviewed by the School Site Council and were approved by the School Board of Education. Implementation was begun in Trimester 2 and full implementation occurred in Trimester 3.</p> <p>E. Four teacher leaders and the administrator attended 3-8 hour sessions for Training of Trainers on the English Language Development standards at the Stanislaus County of Education.</p> <p>F. Visual and Performing arts enrichment time was added to support grade level standards in grades 4,5 and 6.</p> <p>G. The technology coach worked in the classrooms K-5 on expanding their computer skills, use of internet for research, and developing with the teachers lessons and projects aligned with CCSS that involved technology.</p>	<p>A.no direct cost incurred</p> <p>B.\$17,075.</p> <p>C.\$1000.</p> <p>D. no direct cost incurred</p> <p>E. \$1625.</p> <p>F.\$55.000.</p> <p>G.\$5950.</p>

Scope of service:	Hart-Ransom Elementary		Scope of service:	Hart-Ransom Elementary			
<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?		<ol style="list-style-type: none"> 1. We will need to explore and purchase ELA state standards aligned materials for all grades TK-8. Budgeting \$75,000 for this purchase 2. We need to continue to provide professional development in ELA state standards implementation. Budgeting \$5800. for this expenditure 3. The teacher leaders who became trainers for ELD state standards will need to provide professional development for all classroom teachers in ELD state standards. – Budgeting \$500. for this expenditure. 4. There will be Professional Development implemented regarding Next Generation Science standards for teachers. \$2000 is budgeted for this 					
Original GOAL from prior year LCAP:	2. Increase student connectness to school while ensuring a safe, positive and healthy environment.				Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: Hart-Ransom Elementary Applicable Pupil Subgroups: All						
Expected Annual Measurable Outcomes:	The metrics to determine student connectedness to school and a safe, positive and healthy environment are: <ol style="list-style-type: none"> 1. Improve student attendance 2. Decrease absenteeism rates 		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Attendance rate in 2013-14 was 90%. In 2014-15 it is 97.25 giving us an increase of 7.25%. 2. Chronic absenteeism rates for 2014-15 are 9.3% giving us a baseline rate from which to work. 			

	<ul style="list-style-type: none"> 3. Decrease suspension and expulsion rates 4. Student incentive program monitoring 5. California Healthy Kids Survey 6. Parent survey 7. Reconfiguration of school entrance for security 		<ul style="list-style-type: none"> 3. Suspension rate for 2013-1014 is 8.3% Suspension rate for 2014-15 is 8.3% 4. Student incentive monitoring program increased, however, we do not have clear data as to by how much. 5. California Healthy Kids Survey was administered in 2015. Results have not yet been received. 6. Parent survey was not administered this school year. 7. Reconfiguration of school entrance was completed so that people entering campus must enter through the office.
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LCAP Year 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action/services:</p> <ul style="list-style-type: none"> A. Increase information to school community attendance data on a regular basis. B. Provide incentives for students with perfect attendance C. Awards and certificates for Civility program 	<p>A.No direct costs B. \$2000. C.\$3000.</p>	<ul style="list-style-type: none"> A. Student attendance rates are posted on the school web-site each month to keep parents informed regarding attendance. In addition to mandated absentee letters for truancy being sent to parents, we are now also sending letters for excessive excused absences and tardies that are not truant tardies. Administration makes calls and personal contacts with families regarding absenteeism and students with significant absences are brought to our Student Support Team. B. Student assemblies are held each month and at the end of each trimester to honor and award students for attendance, Civility, reading goals met, and special awards for participation in county competitions, safety patrol and our PBIS program. These events and awards encourage students and promote civility and character building for students. 	<p>A.No direct costs incurred B. and C. combined expenses - \$4552.</p>

Scope of service:	Hart-Ransom Elementary		Scope of service:	Hart-Ransom Elementary	
<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)_____		
<p>Action/Services:</p> <p>A. Rebuild school entrance to improve security</p> <p>B. Provide lock magnets for each classroom door</p> <p>C. Provide Emergency Buckets for each classroom</p> <p>D. Revise Safety Plan</p> <p>E. Parent Survey</p>		<p>A. \$3000</p> <p>B. \$1000</p> <p>C. \$4000</p> <p>D. No direct costs</p> <p>E. No direct costs</p>	<p>A. School entrance was made more secure by redesigning it so that parents and visitors must enter the office, sign in and get a visitor badge prior to entering the campus area.</p> <p>B. Lock magnets were provided for each door on campus. Thereby if there is a lockdown, teachers do not have to go outside to lock their doors, they simply pull the magnet and the door is locked.</p> <p>C. Emergency buckets with the supplies in them were provided to each classroom and room that students and/or staff may be in in the event of an emergency.</p> <p>D. The Safety Committee along with the School Leadership Team did a full revision of the School Safety Plan. It has not yet been finalized by the Site Council or Board of Education as we are awaiting the California Healthy Kids Survey data.</p> <p>E. The Parent Survey was not put into place this year.</p>		<p>A.\$2560.</p> <p>B.175.</p> <p>C.\$1892.</p> <p>D.No cost incurred</p>
Scope of service:	Hart-Ransom Elementary		Scope of service:	Hart-Ransom Elementary	
<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			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		

__Other Subgroups:(Specify)_____			__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?		<ol style="list-style-type: none"> 1. Almost all goals relating to student connectedness and safety were accomplished in 2014-2105. 2. There is a need to finalize the Safety Plan to implement in 2015-16. 3. We need to continue to communicate with parents regarding attendance to further decrease chronic absenteeism and increase attendance 4. There needs to be a greater focus on student incentives and the PBIS program to promote student connectivity to school - \$2500 is budgeted for this 			
Original GOAL from prior year LCAP:	3. Increase the percentage of students who demonstrate academic proficiency in core curricular areas that are on track to graduate college and are career ready.		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: Hart-Ransom Elementary Applicable Pupil Subgroups: All				
Expected Annual Measurable Outcomes:	The metrics for the goal of increasing the percentage of students who achieve proficiency are: <ol style="list-style-type: none"> 1. Local and state assessments including CAASPP for all students 2. Increase English Learner proficiency in English language development – CELDT, AMO, AMAO results 		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Local assessments used – Writing Proficiency Assessment. Over all percentage of students who scored at proficient or above: 2013-14 – 45.3; 2014-15- 51% . This is an increase of 5.7% CAASPP 2015 results will be used as a baseline for ELA and Math proficiency. 2. We had 99 ELD students tested in CELDT in 2014-2015 – 42 of these students were new to Hart-Ransom this school year. Of our returning cadre of 57 students 80% increased in score on the CELDT. 35% of this returning cadre increased a Level on the CELDT. Of our 99 students assessed, 2 	

				were IFEP –initial fluent English proficiency and 18 were RFEP – redesignated English fluent proficiency.	
LCAP Year 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Action/services: A. Implement after school tutoring struggling students B. Implement progress monitoring program coupled with RTI for struggling students C. Explore part-time enrichment teacher .5 FTE		A.\$12,000 staffing, \$2000 materials B.\$41,441.	A. During the months of February and March we offered 7 weeks of after school tutoring for students in all grades in the areas of reading, writing and math. 15 teachers serviced 182 students. B. Research on numerous progress monitoring programs was done through the year, but no program was implemented in 2014-15. However funding was used for materials for after school tutoring C. A .5 enrichment teacher was hired to teach visual and performing arts to students in grades 4, 5 and 6 twice per week.		A.\$5,513 B.\$4,976 C.\$55,000
Scope of service:	Hart-Ransom Elementary		Scope of service:	Hart-Ransom Elementary	
<u> X </u> ALL			<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)_____			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)_____		
Action/Services: A. Add 5 laptop carts (150 computers and 30 tablets for student learning and testing use B. Add laptops for every teacher			A. Laptops and tablets were added as well as an additional cart of tablets. B. Laptops were purchased for teachers use.		A.\$9,035. B.\$12,705

Actions/Services: A. Increase Library clerk hours by 1.5 hours per day to bring to full time B. Increase part-time FTE to full time to provide English Language Development for English learners C. Provide resources to increase outreach efforts to subgroups including parent meetings and support D. Professional Development regarding instructional strategies for all subgroups		A.\$6,637. B.\$41,441. C.1000. D.\$2000	A. Library clerk services increased 1.5 hours per day to full time. All students in TK-6 th grade have a 20-40 minute Library time each week. B. .5 ELD teacher has been increase to 1 FTE. This increased student –teacher contact for English learners. Push in services have been added to pull out services. C. Offered English classes to parents of ELD students at the request of EL parents – however, when the service was provided; no parents showed up. D. Teachers were given PD regarding sentence expansion and sentence combining to assist students in expansion of vocabulary and increasing writing proficiency.	A.\$6,637 B.\$45,300 C.no cost incurred D.no cost incurred
Scope of service:	Hart-Ransom Elementary		Scope of service:	Hart-Ransom Elementary
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input checked="" 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 checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" 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?		1. There is need to increase afterschool tutoring services for students who are in need. Budgeted increase in this area is \$3000. 2. We need to purchase a progress monitoring program to assess student progress. Budgeted amount - \$10,000. 3. Need to reach out to parents of special populations to provide support in areas of technology, information regarding how to help their children in their educational progress.		
Original GOAL from prior year LCAP:	4. Parents, family and community stakeholders will become more fully engaged as partners in the education of students in Hart-Ransom Elementary School.		Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5__ 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:		Schools: Hart-Ransom Elementary		

Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	The metrics for the goal of increasing stakeholder involvement are:		
	<ol style="list-style-type: none">1. Increased participation in Site Council, ELAC, and Parent Teacher Club – sign in sheets, agendas for meetings.2. Improve website communications between school and parents – monitor visits to site3. Increase communication between teachers/school and parents regarding class activities, homework and grades – monitor parent and student hits on Student Information System4. Incorporate parent expertise and parent/student learning experiences		
		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none">1. Attendance sign-in sheets show 1% increased participation in Site Council, ELAC and PTC.2. This first year monitoring website hits was not implemented.3. This first year monitoring SIS hits was not implemented.4. In 3 Career Days for jr high students 18 parents and/or community members presented to students regarding their career. These ranged from people in fire, law enforcement services, restaurant services, medical services, photography, real estate, insurance, technology careers, and fitness careers. <p>We held three parent/student learning experiences – a reading night, a math night and a science night. The reading night was held at a local bookstore and teachers set up activity, reading and drama stations – 158 people attended. Math night was held in the classrooms and teachers designed hands-on math activities-121 people attended. The science night was held in the school’s cafeteria and gym. A sky lab was set up and science activities were available for parents and students to do – 180 people attended.</p>

LCAP Year 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Actions/services:</p> <ul style="list-style-type: none"> A. Guest Wi-fi on campus B. New Student Information System established C. New Website D. Parent/Student learning experiences E. Career Days for Junior High students 	<p>A.no budget set B. \$18,980 C.\$1000. D. \$2000. E. \$500.</p>	<p>A. Guest wi-fi established on campus. B. Aeries was established as the school's new Student Information System. This system provides more accurate and detailed information regarding students. This also allows for parents and students to access information regarding grades, assignments and teacher messages. C. A new website for the school was purchased, designed and made public in December. This provides far more information than the old website, including all mandated information, links to each teacher web page, links to extra-curricular information, monthly newsletter, daily menu, upcoming events, Parent Teacher club information and other pertinent information regarding the school. D. Three Parent/student learning experiences were held during 2014-15: October –Reading Night at Barnes and Noble Book Store – book reading, drama presentations, hands on activities. January – Math night at school – Hand's on math activities at each grade level. March – Science night at school. This included a star lab experience and hand's on science activities for all ages. E. We had 3 Career Days for junior high students during which students heard and saw presentations from people from various careers. Selected students acted as hosts and hostesses to introduce the speakers to their peers. Students followed up after the presentations with reflective conversation, writing and emails to presenters.</p>	<p>A.no direct cost incurred B.\$11,977. C.\$198. D. \$350. E.\$369.</p>

Scope of service:	Hart-Ransom Elementary		Scope of service:	Hart-Ransom Elementary	
<u> X </u> ALL			<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)_____			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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		1. There is a need to keep accounting of hits on our website. 2. There is a need to increase communications from the classrooms to the parents. 3. There is a need to involve parents more in school learning activities throughout the school day.			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>\$252,064</u>
<ul style="list-style-type: none">➤ English Learner Development school wide➤ Academic intervention and enrichment programs schoolwide.➤ Technology access for all pupils➤ Increased Parent involvement for all families and targeted groups.➤ Increased involvement in pupil's academic success through technology➤ Engaging campus for all stakeholders that is well maintained, clean and safe.	

- 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.

4.97	%
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- ELD specialist to provide academic services and parent outreach communication
- Enhance access to technology for learning for pupils, parents, staff and community
- Increase supplemental and enrichment services in technology, visual and performing arts and literacy access to Low income pupils, Foster Youth and English Learners as well as other special populations

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]