

# 2016 HUSD CAASPP Results

## English/Language Arts (CAASPP)

### Achievement Level

Grade Level	Standard Exceeded (Previous Year)	Standard Met (Previous Year)	Growth Percent Exceeded/Met	Standard Nearly Met (Previous Year)	Standard Not Met (Previous Year)
3 <sup>rd</sup>	0% (2%)	11% (8%)	+1%	25% (18%)	64% (73%)
4 <sup>th</sup>	7% (0%)	22% (8%)	+21%	13% (8%)	57% (83%)
5 <sup>th</sup>	3% (6%)	24% (23%)	-2%	30% (30%)	43% (40%)
6 <sup>th</sup>	4% (0%)	31% (14%)	+21%	24% (30%)	40% (57%)
7 <sup>th</sup>	0% (6%)	20% (30%)	-16%	32% (32%)	48% (30%)
8 <sup>th</sup>	9% (3%)	43% (30%)	+19%	25% (32%)	21% (35%)
11 <sup>th</sup>	21% (10%)	41% (28%)	+24%	24% (28%)	14% (35%)
All HUSD	7% (4%)	28% (21%)	+10%	24% (26%)	41% (49%)
State	20% (16%)	29% (28%)	+5%	24% (25%)	28% (31%)

### ELA Cohort Growth (i.e. Last year's 3<sup>rd</sup> graders, this year's 4<sup>th</sup> graders)

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## Math (CAASPP)

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All HUSD	4% (1%)	10% (8%)	---
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**Hamilton High School**  
**2016 CAASPP Early Assessment Program (EAP) Results**  
**College Ready Status**

**ELA**

Spring 2016-      **12/58- 20.7%**

Spring 2015-      **8/78- 10.3%**

**Math**

Spring 2016-      **5/58= 8.6%**

Spring 2015-      **2/78= 2.5%**

**Hamilton High School**  
**2016 AP Results**

<b>AP Statistics</b>	<b>8 passed /12 total=</b>	<b>67.0%</b>
<b>AP English Lit</b>	<b>4 passed /25 total=</b>	<b>16.0%</b>
<b>AP Spanish Language</b>	<b>11 passed / 11 total=</b>	<b>100.00%</b>
<b>AP US History</b>	<b>7 passed / 13 total=</b>	<b>53.8%</b>

**Hamilton High School**  
**2015 AP Results**

<b>AP Calculus AB</b>	<b>4 passed /11 total =</b>	<b>36.4%</b>
<b>AP English Lang</b>	<b>11 passed / 31 total =</b>	<b>35.5%</b>
<b>AP Spanish Lang</b>	<b>10 passed / 10 total =</b>	<b>100.00%</b>
<b>AP US History</b>	<b>6 passed / 15 total =</b>	<b>40.0%</b>

**Hamilton High School**  
**2014 AP Results**

<b>AP Stats-</b>	<b>5 passed /21 total =</b>	<b>23.81%</b>
<b>AP Eng Lit-</b>	<b>5 passed /24 total=</b>	<b>20.83%</b>
<b>AP US History-</b>	<b>0 passed /2 total=</b>	<b>0%</b>
<b>AP Span Lang-</b>	<b>10 passed /10total=</b>	<b>100.00%</b>

Ella Barkley High School  
HUSD Board Report  
September 28, 2016

Enrollment:

Ella Barkley High School

<u>Grade</u>	<u>Total</u>
10	0
11	3
12	6
Total Students:	9

Ella Barkley Home Study

<u>Grade</u>	<u>Total</u>
11	1
Total Students:	1

Community Day School

<u>Grade</u>	<u>Total</u>
0	0
Total Students:	1

Opportunity School

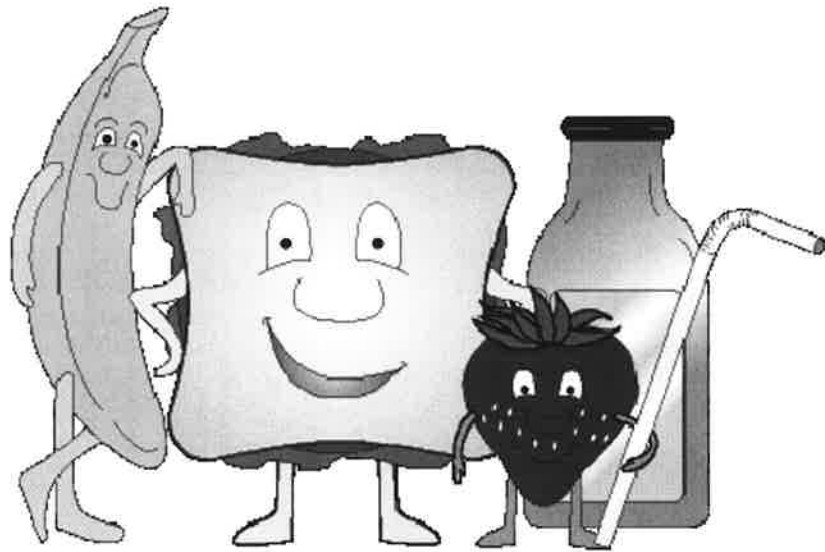
<u>Grade</u>	<u>Total</u>
10	1
Total Students:	1

Ella Barkley students continue to work on credit recovery and attendance continues to hold steady. A series of discussions and activities on Solar Energy are held during Environmental Horticultural to help students learn about how solar energy can be generated. Students are also holding a fundraiser on Friday 10/21/16, a bake sale to raise funds for an end of year trip.



**August 2016 Cafeteria Report**  
**Hamilton Unified School District**  
**Director of Nutrition and Student Welfare**

**LeAnn Radtke**



**Combined District totals 12 days of school**

**Lunches 5508**

**Breakfasts 3389 After school snacks 1044**

**We have a new menu and are serving a variety of entrees each day at the elementary. The students seem to enjoy having more choices.**





## Monthly Report September

### Transportation

Total Miles driven 1586

230 miles in three extra trips

Ted Haight Passed school bus testing

Annual School Bus Inspections (CHP)

### Maintenance

#### HHS

Setup mommy Room

1 home Football Game

#### HES

Assemble Round Benches

New Portables in Progress



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**HAMILTON UNIFIED SCHOOL DISTRICT  
BOARD MEETING  
AGENDA  
Hamilton High School Library  
Wednesday, September 28, 2016**

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6:00 p.m. Public session for purposes of opening the meeting only.  
6:00 p.m. Closed session to discuss closed session items listed below.  
6:30 p.m. Reconvene to open session no earlier than 6:30 p.m.

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**1.0 OPENING BUSINESS:**

1.1 Call to order and roll call

\_\_\_\_\_ Tomas Loera, President

\_\_\_\_\_ Rosalinda Sanchez

\_\_\_\_\_ Gabriel Leal

\_\_\_\_\_ Hubert "Wendall" Lower, Clerk

**2.0 IDENTIFY CLOSED SESSION ITEMS:**

**3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS:** Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item.

**4.0 ADJOURN TO CLOSED SESSION:** To consider qualified matters.

1. *Government Code Section 54957.6*, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Charles Tracy, regarding HTA and CSEA negotiations.
2. *Government Code Section 54957 (b)*, Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
3. *Government Code Section 54956.9*, Subdivision (a), Conference with Legal Counsel – existing litigation. Name of case: Crews v. Hamilton Unified School District, Glenn County Superior Court, Case No. 15CV01394.

**5.0 RECONVENE TO PUBLIC SESSION/FLAG SALUTE:**

**6.0 ADOPT THE AGENDA: (M)**

**7.0 COMMUNICATIONS/REPORTS:**

1. Board Member Comments/Reports
2. ASB President and Student Council President Reports.
  - a. Hamilton High, Hernan Urena-Valdes.
  - b. Hamilton Elementary, Jose Mendez.
3. District Reports (Written)
  - a. Food Service Report by LeAnn Radtke.
  - b. Operations Report by Marc Eddy.
  - c. Technology Report by Frank James.
4. Principal and Dean of Student Reports
  - a. Cris Oseguera, Hamilton High School Principal.
  - b. Darcy Pollak, Hamilton Elementary School Principal.
  - c. Maria Reyes, District Dean of Students.
5. Chief Business Official/Facilities Report by Diane Lyon.
6. Superintendent Report by Charles Tracy.  
Commission on Teacher Credentialing-California Professional Standards For Educational Leaders (CPSEL)

**8.0 CORRESPONDENCE:**

News Release from the Department of Education  
County Elections Office Nomination Period Closed and Statement of Candidates, November 8, 2016 Elections

**9.0 DISCUSSION ITEMS:**

1. Public Hearing. Adjourn to public hearing to solicit public input regarding the GANN Limit. Reconvene to public session. (Diane Lyon)
2. Music Teacher Update-recruitment efforts and recommendations
3. Technology Director reduction in contract (Mr. Tracy)





4. School Board Vacancy Appointment Process (Mr. Tracy)
5. Local Control Accountability Plan Update and Information (Leslie Anderson)
6. Unaudited Actuals, presentation by Diane Lyon.
7. Board Meeting Recording equipment (Mr. Tracy)
8. CAASPP Test results (Cris Oseguera)

10.0 **PUBLIC COMMENT:** Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.

11.0 **ACTION ITEMS:**

1. Approve/Disapprove Board Resolution 16-104 GANN Limit.
2. Approve/Disapprove Unaudited Actuals Report, 2015.
3. Approve LCAP Revisions.
4. Change in Board Meetings through December 2016.
5. Teacher Resources for Enhancing Education "TREE" Agreement with GCOE.
6. Possible Intern Music Teacher Recruitment and Incentive
7. Approval of Technology Director reduction in contract
8. Approval or direction regarding board meeting recording and possible board policy/procedural changes.

12.0 **CONSENT AGENDA:** Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

1. Approve Minutes for the:
  - a. Regular Board Meeting on August 18, 2016.
2. Approve Warrants and Expenditures.
3. Approve Interdistrict Transfers (new – elementary students reapply annually).

**In**

- a. Hamilton Elementary School 1<sup>st</sup> grader (2)
- b. Hamilton Elementary School 3<sup>rd</sup> Grader
- c. Hamilton High School 9<sup>th</sup> grader
- d. Hamilton High School 9<sup>th</sup> grader
- e. Hamilton High School 9<sup>th</sup> grader
- f. Hamilton High School 11<sup>th</sup> grader

**Out**

- g. Hamilton High School 11<sup>th</sup> grader

4. Approve Personnel Actions as Presented:

- a. New Hires:
  - i. Sean Linhart 7th/8th Grade Volleyball Coach HES
  - ii. Jason Pezzetti 7th/8th Grade Flag Football Coach HES
  - iii. Sean Linhart Saturday School Teacher HES
  - iv. Emily Kallemeyn Saturday School Teacher HES
  - v. John "Jack" Campbell Saturday School Teacher HES
  - vi. Lynn Larson Saturday School Teacher HES
  - vii. Kile Taylor Saturday School Teacher HES
  - viii. Sylvia Sanchez Robles Saturday School Teacher HES
- b. Resignations/Retirement:
  - i. Resignations:

13.0 **ADJOURNMENT:**



## Technology Report

Frank James, Information Systems Manager

### Completed Tasks – September

- 1) New Firewall – We installed a brand new firewall that provides faster throughput and better security features. Some of the content filtering and decryption features have yet to be enabled. I am still testing these and hope to implement them during the last week of September.
- 2) New Wi-Fi – The new Wi-Fi system is in and although it isn't completed, most of the staff is already utilizing it. We installed over 30 access points and each access point can service over 200 devices. The Wi-Fi controller consolidates management of the Wi-Fi system to one device. From that device I can update or change any or all of the access points.
- 3) HHS Student Pictures – The pictures have been imported into Aeries. Once the Elementary school has their picture day, we will import those as well.
- 4) New School Year – The start of the year was pretty smooth and the only real issues we ran into were resetting forgotten/expired computers.
- 5) E-Waste – We removed over 100 PCs that were over 8 years old. The company that picked them up, not only did it for free but will be providing us a credit for them that we can apply to new PCs. The old vendor we used for E-Waste now charges for pickup.
- 6) Elementary School Bells – We adjusted the bell schedule to ring in accordance to the new schedule at the elementary school. We also changed the bell tones from what we used the last few years.





COMMISSION ON  
**TEACHER CREDENTIALING**

*Ensuring Educator Excellence*

**California Professional Standards  
for  
Education Leaders (CPSEL)**

**Adopted by the Commission  
February 2014**



## **Commission on Teacher Credentialing**

**State of California**  
**Jerry Brown, Governor**

### **Members of the Commission**

Kirsten Barnes	Non-Administrative Services Credential Representative
Constance Baumgardt Blackburn	Teacher Representative
Erick Casallas	Teacher Representative
C. Michael Cooney	Public Representative
Linda Darling-Hammond	Faculty Representative
Charles Gahagan	Teacher Representative
Kathleen Harris	Teacher Representative
Mary C. Jones	Administrative Services Credential Representative
Juliet Tiffany-Morales	School Board Member
Nancy Ramirez	Public Representative
Ref Rodriguez	Public Representative
Alicia Williamson	Teacher Representative
Richard Zeiger	Designee, Superintendent of Public Instruction
Michells Zumot	Designee, Superintendent of Public Instruction

### **Ex Official Representatives**

Shane Martin	Association of Independent California Colleges and Universities
Tine Sloan	University of California
Beverly Young	California State University

### **Executive Officer**

Mary Sandy Vixie	Executive Director
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## Membership of the Panel Update Work Group

Name	Affiliation
Danette Brown	California Teachers Association (CTA)
Teri Burns	California School Boards Association (CSBA)
Rebecca Cheung	University of California, Berkeley
Claudia Frandsen	Association of CA School Administrators (ACSA)
Cindy Gappa	Department of Education
Beth Higbee	California County Superintendents Educational Services Association(CCSESA) /Curriculum and Instruction Steering Committee (CISC)
JoAnn Isken	State Board of Education
Mary Jones	Commission on Teacher Credentialing
Gary Kinsey	California State University, Channel Islands
Dave Marken	Newark Unified School District
Gary Ravani	California Federation of Teachers (CFT)
Eileen Rohan	Ross Valley Elementary School District
Robin Sehr	Newark Unified School District
Peg Winkelman	California Association of Professors of Educational Administration (CAPEA)
L. Steven Winlock	California County Superintendents Educational Services Association(CCSESA) /Curriculum and Instruction Steering Committee (CISC)
Staff Support	
Karen Kearney	WestEd
Erin Koepke	Department of Education
Heather Mattson	WestEd
Gay Roby	Commission on Teacher Credentialing
Libby Rognier	WestEd
Ron Taylor	Department of Education

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# Introduction

## Introduction

The academic success and well being of California's students are outcomes that are highly connected to excellent educators – both teachers and administrators. Robert Marzano, Timothy Waters, and Brian A. McNulty made note in *School Leadership that Works: From Research to Results* that principal and teacher quality account for nearly 60% of a school's total impact on student achievement, and principals alone for a full 25%<sup>1</sup>. Administrators - at site, district, regional and state levels - are education leaders who are key players in ensuring that all students, including those students who have been underserved, graduate ready for advanced learning and careers. They have the potential to create an environment where teachers want to work and where teachers and students learn and thrive.

The California Professional Standards for Education Leaders (CPSEL) identify what an administrator must know and be able to do in order to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning and evaluation in California. Taken together, the CPSEL describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers.

## History of the California Professional Standards for Education Leaders

CPSEL have been a part of the California's education leader preparation continuum since 2001. The CPSEL were drafted through a collaboration of representatives from the California School Leadership Academy at WestEd, the Association of California School Administrators, the Commission on Teacher Credentialing (Commission), the California Department of Education (CDE), California public and private universities, and county offices of education. The CPSEL were adapted from the national Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (1996) to fit the California context and emerging accountability expectations. In 2004, the CPSEL were adopted as part of the standards-based program for the Administrative Services Clear Credential which licenses a broad range of education leaders, school principals, district superintendents and directors, county and state program administrators, and administrators in nursing, special education, counseling and technology. Locally, many districts have adopted or adapted the CPSEL for administrator induction programs, professional learning structures and evaluation. Finally, in California's SB 1292 (Liu), Chapter 435, Statutes of 2012, expectations for principal evaluations are now based on the CPSEL.

---

<sup>1</sup> Marzano, R. J.; Waters, T.; & B. McNulty (2005). *School Leadership that Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development;

Still strongly supported a decade after the original CPSEL document was written, the Administrative Services Credential (ASC) Advisory Panel (2010-2011), the ASC writing panel (2011-2014), and the 2012 state Educator Excellence Task Force report, *Greatness by Design*, recognized the CPSEL as an important component of building a coherent leadership development system. However, the need for “refreshing” the CPSEL to better reflect the 21st century leader expectations, the current context for schooling, and needs of California’s widely diverse students was also identified. In October 2013, the Commission and the California CDE jointly convened a panel tasked with updating the CPSEL.

After reviewing the original CPSEL, research studies, professional literature, examples of national, state and district standards for administrators, as well as the newly adopted content and performance expectations for preliminary administrator certification, the CPSEL Update Panel drafted the updated set of CPSEL. The draft underwent review by the Commission and two public surveys soliciting comments. The refined CPSEL were approved by the Commission in February 2014.

### **Guiding Principles for the CPSEL**

The updated CPSEL reflect current and emerging expectations for education leaders. They are built on a set of Guiding Principles, developed by the revision committee, that identify foundational beliefs supporting each CPSEL.

The CPSEL:

- Inform leadership development and performance across a career continuum
- Incorporate existing, accepted descriptions and guides for professional education leadership
- Consistently promote student attainment of performance and content expectations as well as student well being
- Acknowledge the need for ongoing dialogue, challenging assumptions and continued learning among staff and stakeholders
- Reflect the pervasive need to consider equity dilemmas, problems, and issues
- Promote action on the concepts of access, opportunity, and empowerment for all members of the school community

### **Organization of the CPSEL**

The CPSEL are the professional standards for education leaders and broadly describe effective leadership.

The updated CPSEL are organized into three levels: standards, elements, and example indicators of practice. This format helps to describe, in increasing detail, the work of an education leader and parallels the structure of other state documents such as the *California Standards for the*

*Teaching Profession* (2009) and the Quality Professional Learning Standards (Torlakson, January 2014).

The standards are organized into six broad categories that represent the responsibilities of an education leader, reflecting both professional and personal practice. The updated standards maintain the basic footprint of the six major leadership areas of the original CPSEL. This continuity helps educators, policymakers and programs align and link the updated CPSEL with existing California state policies and local uses, the national ISLLC standards (2008), research, and evidence-based practices across the states. Each standard has a title that supports its identification and use:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

The elements highlight three to four main focus areas within each standard. They serve to clarify the intention of the standard and help to organize and define key areas of leader actions within the standard.

The indicators further delineate leader action. They are examples of how an education leader might demonstrate the element or standard within his or her practice. The indicators are not intended to be a comprehensive or required list of administrator behaviors, rather they are examples of practice that illustrate the intent of the standard and element. The indicators can be used and/or adapted in a variety of ways by state and local education leaders to guide and support administrator leaders from preparation through levels of increasingly accomplished practice.

## **Conclusion**

The work of California's administrators has changed and expanded since the first edition of the California Professional Standards for Education Leaders in 2001. To reach every student and support every teacher in meeting increasingly complex outcomes demands a cadre of increasingly committed and effective administrators. Transforming our state's system for developing and supporting administrators to become excellent education leaders requires consensus about high expectations that are attainable over time with quality preparation, induction, and ongoing professional learning. The CPSEL serve as broadly supported leadership criteria that are a critical component of a coherent system of leadership development and support that ensures excellent education leaders throughout California.

# California Professional Standards for Education Leaders (CPSEL) Standards, Elements, and Example Indicators

**STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION**  
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

**Element 1A: Student–Centered Vision**

Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

*Example Indicators:*

- 1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.
- 1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.
- 1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.
- 1A-4 Emphasize the expectation that all students will meet content and performance standards.

**Element 1B: Developing Shared Vision**

Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

*Example Indicators:*

- 1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.
- 1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.
- 1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.
- 1B-4 Align the vision and goals with local, state, and federal education laws and regulations.

**Element 1C: Vision Planning and Implementation**

Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

*Example Indicators:*

- 1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.
- 1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.

1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

## **STANDARD 2: INSTRUCTIONAL LEADERSHIP**

**Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.**

### **Element 2A: Professional Learning Culture**

Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

#### ***Example Indicators:***

- 2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.
- 2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.
- 2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.
- 2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

### **Element 2B: Curriculum and Instruction**

Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

#### ***Example Indicators:***

- 2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.
- 2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.
- 2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.
- 2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.

### **Element 2C: Assessment and Accountability**

Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

#### ***Example Indicators:***

- 2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.

- 2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.
- 2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.
- 2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning
- 2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.

### **STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT**

**Education leaders manage the organization to cultivate a safe and productive learning and working environment.**

#### **Element 3A: Operations and Facilities**

Leaders provide and oversee a functional, safe, and clean learning environment.

##### ***Example Indicators:***

- 3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.
- 3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.
- 3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.
- 3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

#### **Element 3B: Plans and Procedures**

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

##### ***Example Indicators:***

- 3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.
- 3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.
- 3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.
- 3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

### **Element 3C: Climate**

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

#### ***Example Indicators:***

- 3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.
- 3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.
- 3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

### **Element 3D: Fiscal and Human Resources**

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

#### ***Example Indicators:***

- 3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.
- 3D-2 Work with the district and school community to focus on both short and long-term fiscal management.
- 3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.
- 3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.
- 3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.
- 3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

## **STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT**

**Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.**

### **Element 4A: Parent and Family Engagement**

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

***Example Indicators:***

- 4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.
- 4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.
- 4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.
- 4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.
- 4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

**Element 4B: Community Partnerships**

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

***Example Indicators:***

- 4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.
- 4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.
- 4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.
- 4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.

**Element 4C: Community Resources and Services**

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

***Example Indicators:***

- 4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.
- 4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.
- 4C-3 Work with community emergency and welfare agencies to develop positive relationships.
- 4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.



## **STANDARD 5: ETHICS AND INTEGRITY**

**Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.**

### **Element 5A: Reflective Practice**

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

#### ***Example Indicators:***

- 5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.
- 5A-2 Reflect on areas for improvement and take responsibility for change and growth.
- 5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.
- 5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.
- 5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

### **Element 5B: Ethical Decision-Making**

Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

#### ***Example Indicators:***

- 5B-1 Consider and evaluate the potential moral and legal consequences of decisions.
- 5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.
- 5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.
- 5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.

### **Element 5C: Ethical Action**

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

#### ***Example Indicators:***

- 5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.

- 5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.
- 5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.
- 5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.
- 5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.

## **STANDARD 6: EXTERNAL CONTEXT AND POLICY**

**Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.**

### **Element 6A: Understanding and Communicating Policy**

Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

#### ***Example Indicators:***

- 6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- 6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.
- 6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support.
- 6A-4 Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
- 6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.

### **Element 6B: Professional Influence**

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

#### ***Example Indicators:***

- 6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.
- 6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.
- 6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.

**Element 6C: Policy Engagement**

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

***Example Indicators:***

- 6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- 6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.
- 6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.



**Charles Tracy**

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**From:** COMMUNICATIONS <COMMUNICATIONS@cde.ca.gov>  
**Sent:** Wednesday, August 24, 2016 9:02 AM  
**To:** Charles Tracy  
**Subject:** [superintendents-district] Schools Chief Torlakson Reports Across-the-Board Progress Toward Career and College Readiness in CAASPP Results



CALIFORNIA DEPARTMENT OF EDUCATION  
**NEWS RELEASE**

**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

REL#16-57  
FOR IMMEDIATE RELEASE  
August 24, 2016

CONTACT: Peter Tira  
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**Schools Chief Torlakson Reports Across-the-Board Progress Toward Career and College Readiness in CAASPP Results**

SACRAMENTO—State Superintendent of Public Instruction Tom Torlakson announced today that California students made significant progress in the second year of the California Assessment of Student Performance and Progress (CAASPP) online tests, with the percentage of students meeting or exceeding standards increasing at every grade and in every student group.

Nearly half the students tested met or exceeded standards in English language arts, and nearly four in ten met or exceeded standards in mathematics (see Table 1). These online tests, based on California’s challenging academic standards, ask students to write clearly, think critically, and solve complex problems, just as they will need to do in college and on the job.

“The higher test scores show that the dedication, hard work, and patience of California’s teachers, parents, school employees, and administrators are paying off. Together we are making progress towards upgrading our education system to prepare all students for careers and college in the 21<sup>st</sup> century,” Torlakson said.

“Of course there’s more work to do, but our system has momentum. I am confident that business, political and community leaders will join parents and educators to help continue supporting increased standards and resources for schools.”



More than 3.2 million students took part in CAASPP, which includes a number of different assessments. The most widely tested are the Smarter Balanced Summative Assessments in mathematics and English language arts/literacy, which are given in grades three through eight and grade 11.

Preliminary figures indicate that less than 1 percent of eligible California students did not take part in the assessment due to a parental exemption, a figure far lower than in many other states (see Table 2).

“This low rate of parental exemption indicates that our parents and students see the value of measuring the skills of all students against the same standards the same way, using one common yardstick, and one shared goal: learning,” Torlakson said.

In addition, he said, it shows a strong commitment to the state’s comprehensive program of transforming our schools with higher academic standards, more local control over spending, more funding for those with the greatest needs, and a new system of evaluating schools and districts.

“These positive results are based on a new college and career readiness assessment that is online, and expects students to demonstrate critical thinking and problem solving skills unlike the old, multiple choice tests they replace,” said State Board of Education President Mike Kirst.

Smarter Balanced tests consist of two parts. First, students take a computer adaptive assessment, which bases follow-up questions on a student’s answers in real time and gives a more accurate picture of a student’s progress than the paper and pencil test.

Here’s how it works: If a student answers a question correctly, she gets a more difficult question. If she answers it incorrectly, she gets an easier question.

Students also complete a performance task that challenges their ability to apply their knowledge and skills to problems in a real-world setting. The two parts measure depth of understanding, writing, research and problem-solving skills more thoroughly than the multiple-choice, paper-based tests they replaced.

Scores on the assessments fall into one of four achievement levels: standard exceeded, standard met, standard nearly met, and standard not met. The state also computes the average scores of all tested students, called mean scale scores, which reflects the progress of all students rather than only those who changed achievement levels from one year to the next.

This year average scale scores rose statewide. Statewide in all tested grades, 49 percent of students met or exceeded the English language arts/literacy standard, an increase of 5 percentage points from last year. In mathematics, 37 percent of students met or exceeded standards, also an increase of 4 percentage points from last year.





In English language arts/literacy, the percentage of students meeting or exceeding standards increased by at least 4 percentage points in all grades except grades eight and eleven, which increased by 3 points (see Table 3).

In mathematics, the largest gains were seen among third-graders, with 46 percent meeting or exceeding standards, an increase of 6 points from last year. Other grades posted gains of 2 or 3 percentage points (see Table 4).

California State Universities and many community colleges consider high marks on these tests for 11th-grade students as a reliable sign of readiness for college-level work. This year's results indicate 59 percent of grade eleven students are ready or conditionally ready for college work in English language arts, with 33 percent ready or conditionally ready for college work in mathematics.

Torlakson said a number of factors may have helped scores rise this year, including an extra year of teaching the California state standards in English and math, more familiarity with taking an online test, continued improvements in technology, and the use of interim tests, he said.

Torlakson noted that schools are still working to make the transition to new standards and assessments, and said patience and persistence will contribute to the ongoing effort to improve California's schools.

One concern remains with the continuing achievement gap, with significantly lower scores among students from low-income families, English learners and some ethnic groups compared to other students.

Statewide scores for all student groups rose in both subjects tested (see Tables 5 and 6). For example, average scores for Latino students in English language arts increased 5 percent, while scores for African Americans and Whites rose 3 percent.

But the achievement gap continues with just 37 percent of Latinos and 31 percent of African American students meeting or exceeding standards in English language arts compared with 64 percent of White students.

"The achievement gap is pernicious and persistent and we all need to work together to find solutions that help all groups rise, while narrowing the gap," said Torlakson, who has proposed an office within the California Department of Education devoted to coordinating and promoting efforts to address the achievement gap.

Individual student scores are reported to parents by mail. In addition, California provides a dedicated Web site, <http://caaspp.cde.ca.gov>, where parents and the public can view and compare aggregated results among schools, districts, and counties along with statewide results.

The California Department of Education provides a wide range of tools to help parents, teachers and schools understand and use CAASPP results.



These resources include <http://testscoreguide.org>, a new Web site that provides parents with grade-by-grade, subject-by-subject information at all levels of achievement; detailed online guides for parents and teachers to use in analyzing results; and practice tests at every grade level in English.

**###**

The California Department of Education is a state agency led by State Superintendent of Public Instruction Tom Torlakson. For more information, please visit the [California Department of Education's Web site](#) or by [mobile device](#). You may also follow Superintendent Torlakson on [Twitter](#), [Facebook](#), and [YouTube](#).



Table 1: 2014–15 and 2015–16 Smarter Balanced Number and Percentage Point Change of All California Students Who Exceeded or Met Standards for English Language Arts/Literacy and Mathematics<sup>1</sup>

Content Area	Number of Students Tested with Scores 2015 <sup>2</sup>	Number of Students Tested with Scores 2016 <sup>2</sup>	Percent Students who Met or Exceeded Standards 2015	Percent Students who Met or Exceeded Standards 2016	C E:
English Language Arts/Literacy <sup>3</sup>	3,173,079	3,188,014	44	49	
Mathematics	3,179,246	3,196,382	33	37	

<sup>1</sup> Results for other achievement levels including 2015 are located on the CDE CAASPP Public Reporting Web site at <http://caaspp.cde.ca.gov>.

<sup>2</sup> The number of valid scores includes count of students statewide who were enrolled and responded to enough questions on both the Performance Task and the Computer Adaptive portions of the test to generate a score.

<sup>3</sup> Recently arrived English Learners who are in his or her first 12 months of attending a school in the United States are exempted from taking the assessment in English language arts.

Table 2: 2015–16 Number and Percentage of Students Receiving Smarter Balanced Assessment Parental Exemption for English Language Arts/Literacy and Mathematics

Content Area	Number of Students Receiving Parental Exemption in 2016	Percent of Parental Exemption
English Language Arts/Literacy	22,376	0.69
Mathematics	22,763	0.70

<sup>1</sup> Percent of parental exemptions equals the number of students with exemption divided by the sum of the number of students tested and the number of students with an exemption.



Table 3: 2015–16 Smarter Balanced for English Language Arts/Literacy Statewide Numbers, Percentage of Students, and Percentage Point Change from 2015 by Grade and Achievement Level<sup>1, 2</sup>

Grade	Number of Students Tested with Scores <sup>3</sup>	Percent of Students who Exceeded Standards	Percent of Students who Met Standards	Percent of Students who Nearly Met Standards	Percent of Students who Did Not Meet Standards	Percentage Point Change who Met or Exceeded Standards 2015–2016
Grade 3	455,796	22	21	25	32	+5
Grade 4	470,823	23	21	20	36	+4
Grade 5	462,277	21	28	21	31	+5
Grade 6	458,667	17	31	26	26	+6
Grade 7	456,591	15	33	24	28	+4
Grade 8	449,940	14	34	27	25	+3
Grade 11	433,920	26	33	22	19	+3
All California Students	3,188,014	20	29	24	28	+5

<sup>1</sup> Additional results including 2015 are located on the CDE CAASPP Public Reporting Web site at <http://caaspp.cde.ca.gov>.

<sup>2</sup> Percent achievement levels by grade may not equal 100 due to rounding.

<sup>3</sup> The number of valid scores includes count of students statewide who were enrolled and responded to enough questions on both the Performance Task and the Computer Adaptive portions of the test to generate a score.





Table 4: 2015–16 Smarter Balanced for Mathematics Statewide Numbers and Percentage of Students and Percentage Point Change from 2015 by Grade and Achievement Level<sup>1, 2</sup>

<b>Grade</b>	<b>Number of Students Tested with Scores<sup>3</sup></b>	<b>Percent of Students who Exceeded Standards</b>	<b>Percent of Students who Met Standards</b>	<b>Percent of Students who Nearly Met Standards</b>	<b>Percent of Students who Did Not Meet Standards</b>	<b>Percentage Point Change who Met or Exceeded Standards 2015–2016</b>
Grade 3	457,540	18	28	26	29	+6
Grade 4	473,184	15	23	33	28	+3
Grade 5	464,150	17	16	28	39	+3
Grade 6	460,064	17	18	30	35	+2
Grade 7	458,138	17	19	30	34	+2
Grade 8	451,198	19	17	25	39	+3
Grade 11	432,108	13	20	25	43	+4
All California Students	3,196,382	17	20	28	35	+4

<sup>1</sup> Additional results including 2015 are located on the CDE CAASPP Public Reporting Web site at <http://caaspp.cde.ca.gov>.

<sup>2</sup> Percent achievement levels by grade may not equal 100 due to rounding.

<sup>3</sup> The number of valid scores includes count of students who were enrolled and responded to enough questions on both the Performance Task and the Computer Adaptive portions of the test to generate a score.



Table 5: 2015–16 Smarter Balanced for English Language Arts/Literacy Statewide Numbers, Percentage of Students Achievement Level, and Percentage Point Change from 2015<sup>1</sup>

<b>Student Groups<sup>2</sup></b>	<b>Number of Students Tested with Scores<sup>3</sup></b>	<b>Percent of Students who Exceeded Standards</b>	<b>Percent of Students who Met Standards</b>	<b>Percent of Students who Nearly Met Standards</b>	<b>Percent of Students who Did Not Met Standards</b>	<b>Percentage Point Change who Met or Exceeded Standards 2015–2016</b>
All Students	3,188,014	20	29	24	28	+5
<b>Gender</b>						
Male	1,626,536	16	26	24	33	+4
Female	1,561,478	23	31	23	23	+5
<b>Race/Ethnicity</b>						
Asian	287,372	45	31	14	11	+4
Black or African American	178,551	9	22	25	44	+3
Hispanic or Latino	1,707,944	11	26	27	36	+5
White	761,540	30	34	20	16	+3
<b>Student Subgroups</b>						
English Learner (EL) <sup>4</sup>	580,720	3	10	25	62	+2
Economically Disadvantaged	1,889,074	10	25	27	38	+4
Students with Disabilities	333,681	4	10	18	68	+2

<sup>1</sup> Percent achievement levels by student group may not equal 100 due to rounding.

<sup>2</sup> Other subgroups including results from 2015 are located on the CAASPP reporting Web site at <http://caaspp.cde.ca.gov/>.

<sup>3</sup> The number of valid scores includes count of students who were enrolled and responded to enough questions on both the Performance Task and the Computer Adaptive portions of the test to generate a score.

<sup>4</sup> Subgroup of students who were considered English learners at the time of the assessment.



Table 6: 2015–16 Smarter Balanced for Mathematics Statewide Numbers, Percentage of Students Achievement Level, and Percentage Point Change from 2015<sup>1</sup>

Student Groups <sup>2</sup>	Number of Students Tested with Scores <sup>3</sup>	Percent of Students who Exceeded Standards	Percent of Students who Met Standards	Percent of Students who Nearly Met Standards	Percent of Students who Did Not Meet Standards	Percentage Point Change who Met or Exceeded Standards 2015–2016
All Students	3,196,382	17	20	28	35	+4
<b>Gender</b>						
Male	1,631,107	17	20	27	36	+3
Female	1,565,275	16	21	29	34	+3
<b>Race/Ethnicity</b>						
Asian	290,692	48	24	17	11	+3
Black or African American	178,039	5	13	27	54	+2
Hispanic or Latino	1,710,844	7	17	31	45	+3
White	761,255	26	27	27	21	+4
<b>Student Subgroups</b>						
English Learner (EL) <sup>4</sup>	590,158	3	9	25	63	+1
Economically Disadvantaged	1,892,864	7	16	30	46	+2
Students with Disabilities	332,076	4	7	16	73	+2

<sup>1</sup> Percent achievement levels by student group may not equal 100 due to rounding.

<sup>2</sup> Other subgroups including results from 2015 are located on the CAASPP reporting Web site at <http://caaspp.cde.ca.gov/>.

<sup>3</sup> The number of valid scores includes count of students who were enrolled and responded to enough questions on both the Performance Task and the Computer Adaptive portions of the test to generate a score.

<sup>4</sup> Subgroup of students who were considered English learners at the time of the assessment.





# COUNTY OF GLENN ELECTIONS DEPARTMENT

SHERYL THUR  
Assessor  
County Clerk  
Recorder  
Elections

Courthouse Complex  
516 West Sycamore Street, 2<sup>nd</sup> Floor  
Willows, CA 95988 (530) 934-6414 FAX (530) 934-6571

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August 19, 2016

Charles Tracy  
Hamilton Unified School District  
PO Box 488  
Hamilton City, CA 95951

**RE: NOVEMBER 8, 2016 GENERAL ELECTION**

Dear Mr. Tracy:

This is notification that the nomination period is closed for offices scheduled to be filled at the November 8, 2016 General Election.

The **Hamilton Unified School District** has five candidates for the three available governing board positions:

- **Rod T. Boone**
- **Raymond R. Villar**
- **Hubert W. Lower**
- **Genaro Reyes**
- **Juan Gabriel Leal**

The names of these candidates shall appear on the ballot at the November 8, 2016 Consolidated General Election.

Sincerely,

Sheryl Thur, County Clerk

By: 

Lisa Teeter, Deputy





RESOLUTION NO. 16-17-104  
(September 28, 2016 Regular Meeting)

A RESOLUTION OF THE GOVERNING BOARD OF THE HAMILTON UNIFIED SCHOOL  
DISTRICT

ADOPT THE "GANN" LIMIT

*(Normal, no increase to Limit pursuant to G.C. 7902.1 [nothing on line K {COE line P}])*

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2015-2016 fiscal year and a projected Gann Limit for the 2016-2017 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT HEREBY RESOLVED that this Governing Board of Hamilton Unified School District of the County of Glenn, State of California, provides public notice that the attached calculations and documentation of the Gann limits for the 2015-2016 and 2016-2017 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Governing Board does hereby declare that the appropriations in the Budget for the 2015-2016 and 2016-2017 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.

APPROVED, PASSED and ADOPTED by the Governing Board of the Hamilton Unified School District this 15<sup>th</sup> day of September 2016 by the following vote:

AYES:  
NOES:  
ABSENT:  
ABSTAINED:

Attest:

---

Tomas Loera, President  
Governing Board of Hamilton Unified School District

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Charles Tracy, Superintendent  
Hamilton Unified School District



# The FISCAL REPORT 32 informational update

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Volume 36

For Publication Date: August 26, 2016

No. 17

## Calculation of the Gann Limit

The Gann Limit (named for Paul Gann, the author of Proposition 4 which amended the State Constitution to establish this limit) is intended to constrain the growth in state and local government spending by linking year-to-year changes in expenditures to changes in inflation (represented by per capita personal income) and population (represented by average daily attendance [ADA] for schools). Established in 1979 following the enactment of Proposition 13 and subsequently amended by Proposition 111, the Gann Limit has become a largely pro forma calculation that no longer constrains governmental expenditures. This is because the limit has grown significantly faster than appropriations subject to the limit.

Education Code Section 42132 requires that on or before September 15 of each year, the governing board of each school district adopt a resolution to identify the estimated appropriations limit for the current fiscal year and the actual appropriations limit for the preceding fiscal year. The resolution must be adopted at a regular or special meeting of the governing board.

The Gann Limit is calculated by multiplying the prior-year limit by the percentage change in ADA and per capita personal income. There's no need to pull out your calculators, though, as the state's Standardized Account Code Structure (SACS) software does all of the work for you (see SACS Form GANN). The software includes the statewide factor for per capita personal income change of 5.37%, and once you have uploaded the data from your financial software and entered prior-year and current-year estimated ADA in SACS Form A, the SACS software will calculate the percentage change in ADA for you and use the combination of these factors to provide you with the change in your district's Gann Limit.

The next step is to determine how much of your district's local resources are subject to that limit. It is important to understand that not all revenue sources count against your district's Gann Limit. Gann Limits only constrain the appropriations from state and local tax sources, and so federal aid is excluded, as well as nontax income, such as revenues from cafeteria sales, adult education fees, and foundations. Once again, the SACS software does the hard work for you as the Form GANN within the SACS software is prepopulated based on the data imported from your financial software.

Let's step back from the calculations for a moment and paint a mental picture of how the Gann Limit works. Envision the dollar amount of your district's Gann Limit as a bucket and this bucket can hold \$50 million (the calculated Gann Limit). First, put your local property taxes that count toward your Local Control Funding Formula entitlement into this bucket, including appropriate district interest income. Next, pour all of the district's other unrestricted state aid into this bucket. Per Government Code Section (G.C.) 7906, the amount of state aid that fills up the bucket counts toward your district's Gann Limit, while the amount that overflows the bucket counts toward the state's Gann Limit. (Note that all state aid for categorical programs always counts toward the state's Gann Limit.) Through this process, as much state aid as possible counts toward the local educational agency (LEA) Gann Limits. By reducing the amount of state aid that counts toward the state's Gann Limit in this manner, this process helps the state avoid being over its Gann Limit.

Through this calculation, the revenues of nearly every LEA are close to if not exactly at their Gann Limit. Furthermore, if any LEA should, for any reason, find itself over its Gann Limit, that LEA may adopt a governing board resolution increasing its Gann Limit by the amount needed and then inform the Director of the



Department of Finance, who must then reduce the state's Gann Limit by an equal dollar amount (see G.C. 7902.1).

To summarize, LEAs are required to perform Gann Limit calculations by the State Constitution, but it is also important for them to complete these calculations to identify how much state aid counts toward the LEA's Gann Limit, so that the state of California knows how much state aid counts toward its own Gann Limit.

[Note: Current-year software and instructions are available through the SACS2016ALL Software as a supplemental form at [www.cde.ca.gov/fg/sf/fr](http://www.cde.ca.gov/fg/sf/fr). While the functionality within the SACS software allows for the Form GANN to be prepopulated from the LEA's uploaded data, it is important to review the completed form for accuracy and any necessary board action (i.e., resolution).]

**—*Brianna García and Robert Miyashiro***

posted 08/17/2016



	2015-16 Calculations			2016-17 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
<b>A. PRIOR YEAR DATA</b>	2014-15 Actual			2015-16 Actual		
4-15 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)						
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	1,255,257.84		1,255,257.84			1,416,453.80
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	698.64		698.64			718.42
<b>ADJUSTMENTS TO PRIOR YEAR LIMIT</b>	<b>Adjustments to 2014-15</b>			<b>Adjustments to 2015-16</b>		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
<b>B. CURRENT YEAR GANN ADA</b>	2015-16 P2 Report			2016-17 P2 Estimate		
(2015-16 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)						
1. Total K-12 ADA (Form A, Line A6)	718.42		718.42	716.88		716.88
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			718.42			716.88
<b>C. LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED</b>	2015-16 Actual			2016-17 Budget		
<b>TAXES AND SUBVENTIONS (Funds 01, 09, and 62)</b>						
1. Homeowners' Exemption (Object 8021)	15,675.83		15,675.83	15,305.00		15,305.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	1,284,133.41		1,284,133.41	1,284,082.00		1,284,082.00
Unsecured Roll Taxes (Object 8042)	71,027.95		71,027.95	71,708.00		71,708.00
Prior Years' Taxes (Object 8043)	30,896.00		30,896.00	0.00		0.00
7. Supplemental Taxes (Object 8044)	43,510.80		43,510.80	31,064.00		31,064.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	0.00		0.00	0.00		0.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)	0.00		0.00	0.00		0.00
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	1,445,243.99	0.00	1,445,243.99	1,402,159.00	0.00	1,402,159.00
<b>OTHER LOCAL REVENUES (Funds 01, 09, and 62)</b>						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	1,445,243.99	0.00	1,445,243.99	1,402,159.00	0.00	1,402,159.00





	2015-16 Calculations			2016-17 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
<b>INCLUDED APPROPRIATIONS</b>						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			116,220.00			116,320.00
<b>OTHER EXCLUSIONS</b>						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			116,220.00			116,320.00
<b>STATE AID RECEIVED (Funds 01, 09, and 62)</b>						
24. LCFF - CY (objects 8011 and 8012)	5,506,514.00		5,506,514.00	5,871,822.00		5,871,822.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	(60,366.00)		(60,366.00)	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	5,446,148.00	0.00	5,446,148.00	5,871,822.00	0.00	5,871,822.00
<b>DATA FOR INTEREST CALCULATION</b>						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	8,411,379.31		8,411,379.31	8,244,336.00		8,244,336.00
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	6,692.17		6,692.17	2,000.00		2,000.00
<b>APPROPRIATIONS LIMIT CALCULATIONS</b>						
<b>D. PRELIMINARY APPROPRIATIONS LIMIT</b>			<b>2015-16 Actual</b>			<b>2016-17 Budget</b>
1. Revised Prior Year Program Limit (Lines A1 plus A6)			1,255,257.84			1,416,453.80
2. Inflation Adjustment			1.0382			1.0537
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			1.0283			0.9979
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			1,340,089.50			1,489,383.08
<b>APPROPRIATIONS SUBJECT TO THE LIMIT</b>						
5. Local Revenues Excluding Interest (Line C18)			1,445,243.99			1,402,159.00
<b>Preliminary State Aid Calculation</b>						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero)			86,210.40			86,025.60
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			11,065.51			203,544.08
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			86,210.40			203,544.08
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			1,219.41			389.62
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			1,446,463.40			1,402,548.62
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			86,210.40			203,154.46
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			1,446,463.40			
b. State Subventions (Line D8)			86,210.40			
c. Less: Excluded Appropriations (Line C23)			116,220.00			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			1,416,453.80			







# Hamilton Unified School District

**DATE:** September 28, 2016  
**TO:** Members of the Governing Board  
**FROM:** Charles Tracy, District Superintendent  
**SUBJECT:** Technology Director

I have received a request from our Technology Director Frank James to be placed on a reduced contract. Mr. James has made this request for personal reasons. He believes that he can serve the district's needs and protect the infrastructure we have created on the reduced contract. We have our Technology Technician who will be onsite working repair tickets and supporting our staff with the day to day technology needs. The Technology Director new contract will save the district nearly \$50,000 annually in salary and benefits.

The services that will be provided by the technology Director will be as follows:

Oversight of the network and infrastructure

On-site and remote repair, upgrade of the district networking needs

Provide training and oversight of the technology Technician.

Manage the District's ERATE program, submissions and oversight as well as purchases under the ERATE program.

Assist the CBO and Superintendent with technology planning, equipment and software upgrades and replacement during the budgeting process.

Will respond during none work times to any major power outages to bring up and or repair our network.

Will manage all VPN accesses to the district network from anyone who accesses our network remotely.

Will attend board meetings as needed to keep the board informed of technological needs of the district.

Will be one of the leads for our ARIES student Software needs and upgrades

Will manage our active user accounts

Will be available to the district via email and cell phone during none contract hours or days.



Hamilton Unified School District  
2016-2017 Employment Information and Contract

563-71-6417  
DOB 11/5/1981

Frank James  
1085 Admiral Lane  
Chico, CA 95973

Service Date: October 7, 2014

You are hereby notified that at a regular meeting of the Board of Trustees, you were elected to serve as 1/3 Director of Technology for the school year beginning July 1, 2016 and ending June 30, 2017 as follows:

1. Starting: October 1, 2016 Ending: June 30, 2017

2. Work Days: 173 - 2.67 hr days + 9 vacation days + 13 holidays  
Total Days: 195

3. Sick leave accrual: 9 days

4. Range: 1  
Step: 15  
Rate: \$ 35.38  
Salary: \$ 18,397.60

Deferred Payroll  
(12<sup>th</sup> check in July)

YES  NO

Payable on the last working day of each month, beginning October 31, 2016 as follows:  
9 equal payments of \$2,044.18

_____ Charles Tracy Authorized Agent	_____ Date	_____ Employee	_____ Date
--	---------------	-------------------	---------------

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**OFFICE USE ONLY**

Annual Amount: \$ 18,397.60  
Budget Classification: 01-0000-0-0000-2420-2300  
Salary Breakdown:  $35.38 * 8 * 195 = 55192.80 / 3 = 18397.60 / 9 = 2044.18$

White: C.O. (Classconform)      Pink: File      Yellow: Acct.      Goldenrod: Employee





# Hamilton Unified School District

DATE: September 15, 2016  
TO: HUSD Governing Board  
FROM: Charles Tracy, District Superintendent  
SUBJECT: Follow up on possible waiver for Education Code 35107 per board direction.

The Board requested that I inquire into the possibility of a waiver by the State Board of Education (SBE) of the requirements for holding an elected position on a school board established by Education Code section 35107. In a simplified form, EC 35107 states that a qualified person who is a resident of the school district, a registered voter and otherwise competent to hold office (i.e. has no constitutional issues such as a conviction that would prevent such election or appointment) could serve on a school board. In the question raised regarding Mr. Villar was that he was not a registered voter in the County of Glenn at the time of his application or appointment. My research into the issue was as follows:

On Monday, August 29, 2016, I contacted Mr. Bob Shots, a member of the Department of Governmental Affairs for the California Department of Education (CDE). The CDE provides staff support for the SBE and processes all waiver requests. I explained to Mr. Shots about the occurrences in Hamilton Unified School District regarding the recent attempt to seat a board member via board appointment. Mr. Shots recalled another inquiry about Hamilton USD a few days earlier. He told me that he was referring to his notes he took on the matter and said he spoke to Mr. Villar on Thursday, August 18, 2016. Mr. Villar explained the circumstances that occurred. Mr. Shots said he noted in his notes that he could find no waivers from the SBE that would help in this matter and suggested that Mr. Villar contact the local county elections office to see if there was a remedy they could advise him upon. I asked Mr. Shots to review the law once more and any others that would be helpful. Mr. Shots reviewed EC 35107 and read out loud the statute. After he analyzed it for a short period, he concluded that he could not find a waiver of any kind that would exempt anyone from the requirements EC 35107. I thanked him and we concluded our telephone conversation.

I also noted that the SBE meets bi-monthly and is not currently scheduled to meet before the November election. Thus, it would appear that even if a waiver request was made, it could not be addressed by the SBE prior to the November election at which time the seat in question will be filled.

CISA

Note: On Friday Morning, August 19, 2016, I called Tara Teeter and spoke with her about any waivers she would have knowledge. She stated she did not have any knowledge of any waiver that would apply to the requirements of EC 35107.



**Introduction:**

**LEA:** Hamilton Unified School District      **Contact (Name, Title, Email, Phone Number):** Charles Tracy, Superintendent, [ctracy@hudschools.org](mailto:ctracy@hudschools.org), 530 826 3261      **LCAP Year:** 2015-2016

***Local Control and Accountability Plan and Annual Update Template***

*Hamilton Unified School District has collaboratively developed the Local Control Accountability Plan with a focus on improving student achievement. To accomplish the plan's intent to refine the educational process for all students in the Hamilton Community, teachers, parents, community members, school board members and administrators worked together to develop the smart goals that are designed to accomplish the tasks of improving teaching and learning. With the induction of Common Core State Standards designing curriculum and selecting textbooks for all students to be able to internalize those essential standards of learning and then be able apply those lessons in real world application. Our primary mission is to provide a safe, rigorous and engaging educational experience with the values of our small community at the core of our efforts and the outcome of having all students, no matter their learning style or abilities to be able to compete in a world wide job market.*

*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, 47605.5, 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.*

**Instructors:** 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>Involvement Process for 2016-17</p> <p>Goals remain as stated in last year's LCAP</p> <p>A District newsletter was sent to all parents and posted to the District website with information regarding the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP). (February 2016)</p>	<p>Please note that the newsletters are sent out both in English and Spanish. The purpose of a written newsletter is to inform parents and community who do not have digital access to school information.</p>

<p>The District held ELAC and DLAC meetings to inform parents of LCFF and the LCAP. Agendas were posted on the District website.</p> <p>DELAC meetings (Oct 2015, April 2016) ELAC meetings (Oct 2015, Dec 2015, April 2016, May 2016)</p> <p>High School held ELAC meetings in conjunction with site council.</p> <p>The District held staff meetings, district and site leadership meetings, and staff development to discuss the LCFF and LCAP.</p> <p>District leadership: Hamilton Unified Leadership Team (HULC) meetings are the third Thursday of each month. Monthly emails and agenda postings are sent out to all staff and stakeholders. All staff is invited and encouraged to attend and provide input.</p> <p>Site leadership: *HES meets weekly *HHS/Ella Barkley meets as needed</p> <p>Staff meetings: *HES meets monthly *HES principal leadership team meets quarterly *HHS/Ella Barkley meets bimonthly</p> <p>This year (April 2016) the district will invite all stakeholders to attend an LCAP review and input session.</p> <p>At School Board meetings, budget and program planning regarding LCFF and LCAP were discussed. (Sept. 21, 2015; Mar. 17, 2016, Apr. 21, 2016; May 19, 2016; Jun. 23, 2016)</p>	<p>This was the second year of ELAC and DELAC since the District unified in 2008. Previously this outreach was accomplished through the site councils at both the elementary and high schools. During the 2016-2017 school year, the ELAC and DELAC organization will continue to grow. The impact should be felt through our LCAP process by increased re-designation and state scores for all English language learners.</p> <p>Additionally the English Learner master plan was developed with a committee of staff, administration, and parent participation.</p> <p>The HULC had a direct influence on the LCAP as we discussed instructional practices, staff development and student support and assessment information. The evidence is contained in our monthly HULC agendas. Staff, Students, Community Members and Union affiliated members of the HULC attend and participate in the process.</p>
<p>The impact on the LCAP for board review was to set policy to impact the conditions of learn, student achievement and engagement of all stakeholders. These meetings were also designed for the board to monitor and hear regular updates on the progress of the district as it related to all areas of</p>	

Board agenda's are posted at each site, agenda is posted in the local news papers, on our web page and provided individually, upon request. Board packets/agendas are on line for all public review.

student/school needs. Stakeholders were informed of these meetings through District Calendar, site and district news letters, auto dialer and personal invitations.

There has been consistent participation of all stakeholders in our board meetings. This is evident by participant sign in logs posted in the board packets contained on our district web page at [www.husdschools.org](http://www.husdschools.org)

An overview of the LCAP goals and State priorities was held at a district board meeting (Sept. 21, 2015)

This particular board meeting had average attendance. Union representatives were present, members of the public, staff, students and community members who were interested attended to hear the presentation. This is evident by participant sign in logs.

Additional public meetings for LCAP were held on Mar. 3, 2016; April 4, 2016 and April 7, 2016.

A District, staff, and community Board workshop was held to seek input from all stakeholders on the eight critical areas for the LCAP. (Dec. 7, 2015). All stake holders were invited via district web page, auto dialers, district and site news letters and personal invitation.

In order to increase participation the April 7, public meeting will be held in coordination with the Hamilton High School Open House Event. A booth will be set up with administration and support staff to collect and answer questions regarding LCAP.

An overview of programs supported by the LCFF funding model that are site specific for HES. A parent luncheon was held at HES to discuss the impact of the funding. (Feb. 5, 2016);

Evidence are sign-in sheets maintained with the district.

During the 2014-15 year, surveys were sent out to collect additional input on the eight critical areas for the LCAP. Data was collected and tabulated and included in the plan. This year 2015-16 this survey instrument was not available.

Last year the District sent out 712 surveys K-12. The District has used this information to improve Conditions of Learning and Student Engagement by the following:

\*Reorganizing the 6,7 and 8th grade into departmental classes including a new PE teacher with subject specific instruction facilitating articulation with the HHS (4 times per year).

An on-line monthly question added to the district web-site. (July 2016)

\*The continued implementation of Corrective Reading for reading intervention grades 4 and 5 and an Intervention Specialist coordinating all K-5 interventions.



\*Continued efforts on repairs and upgrades of the HES facilities were completed during the summer of 2015. HVAC replacements, reconditioned several roofs, grading and drainage improvements, and black top resurfacing along with upgrades of technology equipment in classrooms. Additional classroom space, additional HVAC replacements, roof reconditioning, will be addressed Summer 2016

In lieu of a once a year survey, a question each month will be posted on the district web-site to solicit stakeholder input and make improvements to services defined in the 8 State Priorities.

The review of the LCAP was not heavily attended despite district efforts to communicate well in advance of the meeting through news letters, auto dialer, and district emails to all stakeholders. We had a small representation of parents, students, staff and a community member who came to review the LCAP and make suggestions.

April 7, 2016 had a substantial increase in participation, however no questions were submitted at that time.

Parents, students, staff, union representation, community members and administrators attended the meeting. Invitations were sent out via auto dialer, news letters and personal invitations. Limited numbers of each attended to review the LCAP but we had meaningful discussions regarding our progress. In the 2014-15 year several ideas were generated such as the parent lunch at the elementary school, increased after hours library accessibility for parents and students who have limited digital access. During the 2015-16 year, the district will continue working to expand access to library/technology resources.

Supplemental and Concentration grants have an impact on learning at all levels. The district has chosen to fund teaching and classified positions with these funds that have the most impact on the LCAP goals for student

A Stakeholder's Opportunity was held in April 2016 for final review and input to the Superintendent who answered community, union, parents, student, staff and administration questions regarding a draft of the LCAP. Meeting held on April 21, 2016; during the regular Board meeting to update the Board on stakeholder input.

Any questions will be addressed by the Superintendent on the District Web page and presented at the May 2016 board meeting.

Evidence is sign in sheets, completed LCAP questions placed on District Web page.

Meetings with the Superintendent to review LCAP progress. (Dec. 7, 2015; Mar. 3, 2016; Apr. 4, 2016 and Apr. 7, 2016)

Site Council LCAP updates (Spring 2016)

Evidence: Agendas/Minutes and Single Plan for Student Achievement (Dec 14,

2015; Mar 14, 2016)

Monthly Parent Lunch Meetings, first Friday of each month (September through May).

Evidence: Agendas

engagement and learning. Site council members were updated on the LCAP and had an opportunity to provide input.

The Elementary School continues with a monthly parent lunch. Various speakers use this opportunity to disseminate school wide information to parents. Guidance from parental input and involvement has helped the school site make recommendations for improving instructional practices within the school. Topics of interest to the parents, include information concerning the on-line grading system (Aeries), CELDT/ELPAC updates, EL re-designation criteria, college requirements, graduation requirements, promotion requirements, EL program elements.

Stakeholders were informed of these meetings through District Calendar, site and district news letters, auto dialer and personal invitations.

District Advisory Committee November 2015; May 9, 2016

Hamilton Elementary School is considered in program improvement under Elementary and Secondary Act better known as No Child Left Behind. (NCLB). Because of the designation under NCLB, the Elementary School must have a committee of Parents, Staff, Board Representation and District Administration. The committee monitoring meetings occur twice annually and provide information on school process and improvement by grade pod reporting. The committee formulates a report and progress goals for the school as a means to assist and monitor its academic growth. Stakeholders are informed of these meetings through District Calendar, site and district news letters, auto dialer and personal invitations.

Continue ELAC (English Learner Advisory Committee) Committee for the Elementary School (meets 4 times/year)

The ELAC advises the school on second language learners and the educational progress that supports these students at the correct level for ultimate re-designation. Stakeholders were informed of these meetings through District Calendar, site and district news letters, auto dialer and personal invitations.

Additionally the English Learner master plan was developed with a committee of staff, administration, and parent participation.

Continue DELAC (District English Language Advisory Committee) (meets 2 times/year)

The District English Language Advisory Committee meets during the school year to receive input and guidance from parents regarding the progress of district second learning students. The input provided helps shape the

language development curriculum and instruction district-wide. A Title III plan has been developed, reviewed by DELAC and accepted by the State of California. Stakeholders were informed of these meetings through District Calendar, site and district news letters, auto dialer and personal invitations. Throughout the year, information is provided to parents via electronic phone dialers reminding or informing parents about meetings and events that are occurring at each site or within the district. The information systems that the district utilizes assist parents to be involved in all levels of our school district progress.

In order to gather information from stakeholders, a question each month will be posted on the district web-site to solicit stakeholder input and make improvements to services defined in the 8 State Priorities.

Engagement of Stakeholders, Parents, Students, Foster Youth, Community groups, special populations, etc.

The District has included all members of these groups through district communications and invitations. The district receives updated lists from the County Office of Education regarding special populations and foster youth. Appropriate resources are available for all stakeholders where appropriate. Communication is through auto dialers, news letters, district website and calendar. Parent representatives to the county special education steering committee has been appointed by the school board. Union leadership regularly participates in the LCAP update and goals setting meetings. Students are informed and engaged in the process through classroom announcements, daily and weekly bulletins at both sites. Along with their respective parents, they receive auto dialer reminders. Evidence of their participation is held through sign in sheets and agendas. A student representative from the HES and HHS give updated reports to the school board (monthly)

DATA review

Data review has been limited for review during the 2015-2016 school year. With the sunset of the California State Standardized Testing program coming to an end, the availability of district-wide data is limited. During the same time, the district purchased EADMS assessment software and has been beta testing district and site assessments during this school year. The benchmark tests are similar in process and procedure to the CAASPP Tests.

2015-16 training has been on-going for use of the CAASPP interim assessments available through the Smarter Balanced web interface for grades 2-11.

<p>AimsWeb is used as an universal screener for grades K-5, and math grades 6-8. This is one determining factor for placement in intervention.</p> <p>The district published and disseminated the following information through our Board/LCAP/ELAC/DELAC/DAC meetings:</p> <ul style="list-style-type: none"> <li>CELDT Scores</li> <li>CAASPP Scores</li> <li>AimsWeb</li> <li>District ELD Benchmark Scores</li> </ul>	
<p><b>Annual Update:</b></p> <p>Informed stakeholders about LCFF, LCAP, and the plan process, and invited them to participate.</p> <p>Informed stakeholders about LCFF, LCAP, and the plan process, and invited them to participate in the process. Parents asked questions about the process and provided additional information.</p> <p>Additionally the English Learner master plan was developed with a committee of staff, administration, and parent participation.</p> <p>CELDT scores and ELD quarterly benchmark scores are presented.</p> <p>LCAP Staff/Community Meeting (Apr 4, 2016)</p> <p>Informed stakeholders about LCFF, LCAP, and the plan process, and invited them to participate. This meeting was held during the afternoon, in order to increase stakeholder participation.</p> <p>Input from these meetings included need for additional school based counseling, intervention coordinator and reading specialist. This supports expansion of literacy across the curriculum integrated in all subject areas.</p>	<p><b>Annual Update:</b></p> <p>A District newsletter was sent to all parents and posted to the District website with information regarding the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP). (Feb 2016)</p> <p>The District held ELAC and DELAC meetings to inform parents of LCFF and the LCAP. Agendas were posted on the District website.</p> <p>DELAC meetings (Oct 2015, May 2016)</p> <p>ELAC meetings (Oct 2015, Dec 2015, April 2016, May 2016)</p> <p>High School held ELAC meetings in conjunction with site council.</p> <p>LCAP Staff/Community Meeting (Apr 4, 2016)</p> <p>The District held staff meetings, district and site leadership meetings, and staff development to discuss the LCFF and LCAP. Invitations were given to staff to participate.</p> <p>A special staff/community meeting (April 4, 2016) was held to offer an opportunity for parents to participate in the LCAP process along with staff and administration.</p>

Evidence: Agenda/Notes Apr 4, 2016

Special staff/community meeting included all teachers and classified staff and parents for review and input for the draft LCAP. The themes identified from the April 4, 2016 are technology, literacy, materials and supplies that support the CC and student learning including staff development, maintaining staffing, and expand staffing in critical areas of need. Provide more opportunities for parents and community to participate in school governance. (literacy and family math nights, parent lunches, family tech nights, Academic Parent Teacher Teams, parent training on SIS, and other opportunities for leadership)

Again, stakeholders helped to further refine how the LCAP priorities and goals were shaped.

HUSD Board Meetings

At School Board meetings, budget and program planning regarding LCFF and LCAP was discussed. (Sept. 21, 2015; Mar. 17, 2016; Apr. 21, 2016, May 19, 2016; Jun. 23, 2016)

HUSD Board Meetings

Informed stakeholders about LCFF, LCAP, and the plan process, and invited them to participate in the process. Parents and staff were given a chance to ask questions about District priorities and provide further input on how funding should be expended to meet the District LCAP goals.

LCAP Community/Staff Question Night (Apr 7, 2016)

A District sponsored, staff, and community event was held to seek input from all stakeholders on the eight critical areas for the LCAP.

LCAP Community/Staff Question Night (Apr 7, 2016)

Information to drive the LCAP.

This year the meeting was scheduled during the Hamilton High School Open House. This is a very well attended community event. Parents, students, teachers, community members had an opportunity to visit with LCAP committee and review the draft LCAP. Parents had the option of taking a copy of the entire plan for review or submitting questions later to the Superintendent later via email.

Question and answers were shared via the web page and through the Board public hearing process. Parents' questions helped to further refine how the LCAP priorities and goals were shaped.

<p>Surveys</p>	<p>2014-15 Surveys were sent out to collect additional input on the eight critical areas for the LCAP. Data was collected and tabulated and included in the plan. The survey and results were posted to the District website.</p>	<p>Surveys</p>	<p>This year the survey instrument was not available, so in lieu of that, a question each month will be posted on the district web-site to solicit stakeholder input and make improvements to services defined in the 8 State Priorities. (2016-17)</p>
<p>Additional Public Meetings</p>	<p>Improvement Achievement through afterschool intervention (Board meeting, Feb 2016; Public Meeting, April 12, 2016)</p>	<p>Additional Public Meetings</p>	<p>Enhance and enrich student learning through afterschool interventions and expanded student activities. (STEM, technology, expanded homework support and monitoring, nutrition and healthy living)</p>
<p>Board meetings for monitoring LCAP Progress (Sept. 21, 2015; Mar. 17, 2016; Apr. 21, 2016, May 19, 2016; Jun. 23, 2016)</p>	<p>Review of draft goals for the LCAP (Sept. 21, 2015; Dec. 7, 2015; April 4, 2016; April 7, 2016)</p>	<p>The District began the year with review of the LCAP with the School Board and community at District Board Meetings. The review of the LCAP goals and objectives has helped to shape district policy and expenditures to support the learning goals for all students as stated in the LCAP</p>	<p>The District board meetings with Stakeholders, Teachers, parents, students, classified and interested community members. In these meetings we reviewed the LCAP goals and the plan objectives for improving student learning. Input was sought and results of a workshop on December 7, 2015 was posted on the District Web Page. The input was used to ensure that all students learn at the correct level and that expenditures and resources are being accomplished as planned.</p>
<p>District Advisory Committee (Nov. 9, 2015; May 9, 2016)</p>			<p>Hamilton Elementary School is considered in program improvement under Elementary and Secondary Act better known as No Child Left Behind. (NCLB). Because of the designation under NCLB, the Elementary School must have a committee of Parents, Staff, Board Representation and District Administration. The committee monitoring meetings occur twice yearly and provide information on school process and improvement by grade pod reporting. The committee formulates a report and progress goals for the school as a means to assist and monitor its academic growth. Through this process Parents are</p>

informed on the progress and growth of the school.

## 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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

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

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

**Scope of Service:** Describe the scope of each action/service by identifying the school sites 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?

<p><b>GOAL 1:</b></p>	<p>Condition of Learning goal to include highly qualified classroom instruction to promote college, career readiness with academic instruction in place to help all students succeed.</p> <p>Related State and/or Local Priorities:  <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p> <p>COE only: 9 _ 10 _                  Local : Specify</p>
<p><b>Identified Need :</b></p>	<p>Maintain 100% of certificated staff assigned according to ESSA new standards for all children.</p> <p>All students have the most current curriculum adopted by the State of California in Mathematics. The District plans to adopt ELA curriculum with in the 2016-17 school year. Social Science, and Science are currently adopted however the State is in the process of review new curriculum for both content areas. Once the State completes this process the District will review those recommendation and adopt curriculum accordingly.</p> <p>Broaden the options for learning through additional electives for all students.</p> <p>Include support for special populations such as EL, special education, GATE and socio-economically challenged students and CTE learners.</p> <p>District needs to expand personal support for all students to enhance learning as funding and increase in ADA dictates.</p> <p>The need for additional district facilities to ensure enough classroom space is provided to students to enhance learning.</p>
<p><b>Goal Applies to:</b></p>	<p>Schools: Hamilton Elementary School, Hamilton High School, Ella Barkley High School and Hamilton City Community Day                  Applicable Pupil Subgroups: All Students</p>

**LCAP Year 1: 2016-17**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>By the end of 2016-17 the District goal will maintain 100% of our certificated staff as highly qualified in compliance with ESSA.</p> <p>Increase student participation rate in enrichment/elective opportunities by 10% district wide. (Examples: increase CTE grades 7-12, enrichment opportunities for grades K-6 during the school day and during after-school programs)</p> <p>100% Students will have access to the most current Common Core Standards aligned instructional materials in math and ELA. District hopes to increase personnel in order to facilitate common core standards aligned first instruction to meet content and performance standards for all students.</p> <p>District to provide expanded services for all students to ensure that graduation and promotion rates remain high. Maintain a graduation rate at or above 95% annually, maintain a 8th grade promotion rate at or above 95% annually.</p> <p>Maintain programs and services to enable 100% of EL students to access core curriculum and (integrated/designated) ELD standards throughout their day.</p> <p>Add classified staff to ensure that buildings, grounds and in-classroom support are adequate to meet the needs of student learning. At a minimum of one FTE.</p> <p>The District needs to add instructional spaces for students to ensure students achievement. A minimum of one teaching space at HHS and one at HES.</p> <p>AMAO #1: The percentage of ELs Making Annual Progress in Learning English on CELDT, across the District is 55.7%. The goal is to increase the number of students making annual progress by 5%.</p> <p>AMAO #2:</p> <p>(Less than 5 years) The percentage of ELs attaining the English Proficient Level on the CELDT (after less than 5 years in US schools), across the District is 22.1%. The goal is to increase the number of students attaining the English Proficient Level by 5%.</p> <p>(5 years or more) The percentage of ELs attaining the English Proficient Level on the CELDT (after 5 years or more in US schools), across the District is 38.1%. These students are classified as Long Term English Language Learners (LTEL). The goal is to increase the number of LTEL students attaining the English Proficient Level on the CELDT by 5%.</p>
<p><b>Actions/Services</b></p>	<p>Scope of Service</p> <p>PreK-12 grades</p>
<p><b>Pupils to be served within identified scope of service</b></p>	<p>X All OR: Low income pupils English Learners Foster Youth Redesignated fluent</p>
<p><b>Budgeted Expenditures</b></p>	<p>1000-1999: Certificated Personnel Salaries Base 415833 3000-3999: Employee Benefits Base 233713 1000-1999: Certificated Personnel Salaries Other 334776 3000-3999: Employee Benefits Other 146050</p>
<p>Maintain current staffing levels of certificated staff provide additional services for supplemental services. District intends to evaluate the counseling and intervention needs of the district in the 2015-2016 school year and make changes in 2016-17 if needed.</p>	

	English proficient Other Subgroups: (Specify)	
<p>Special Ed, contracted services with county office, NPS</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>PreK-12th Grade</p>
<p>District will add books, materials and other instructional supplies needed to maintain instruction in the classroom including technology. Maintain facilities to ensure a safe and secure learning environment.</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>PreK-12th grade</p>
<p>The district plans to increase staffing in the area of custodial and transportation as well as student safety by employing campus supervisors whom could assist in classroom supervision and support needs.</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>PreK-12th Grade</p>
<p>Services and maintenance of district facilities, to maintain a safe and secure facility at all school sites as a means to support learning. Additional buildings as enrollment and needs of the district dictates.</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>PreK-12th Grade</p>

7000-7439: Other Outgo Base 167808  
7000-7439: Other Outgo Other 5744

4000-4999: Books And Supplies Base 38900  
4000-4999: Books And Supplies Supplemental and Concentration 12000  
4000-4999: Books And Supplies Other 60844

2000-2999: Classified Personnel Salaries Base 175804  
3000-3999: Employee Benefits Supplemental and Concentration 81924  
2000-2999: Classified Personnel Salaries Other 103250

5000-5999: Services And Other Operating Expenditures Base 230865  
6000-6999: Capital Outlay Other 51300  
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6000  
5000-5999: Services And Other Operating Expenditures Other 57457

<p>Consulting and support services to enhance training and expertise of certificated and classified personnel</p>	<p>PreK-12th Grade</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 234430 2000-2999: Classified Personnel Salaries Supplemental and Concentration 9494</p>
<p>Professional development to be provided in concert with new curriculum adoptions.</p>	<p>PreK-12 Grade</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>By the end of 2018-19 the District goal will maintain 100% of our certificated staff as highly qualified in compliance with ESSA.</p> <p>Increase student participation rate in enrichment/elective opportunities by 10% district wide. (Examples: increase CTE grades 7-12, enrichment opportunities for grades K-6 during the school day and during after-school programs)</p> <p>100% Students will have access to the most current Common Core Standards aligned instructional materials in math and ELA. District hopes to increase personnel in order to facilitate common core standards aligned first instruction to meet content and performance standards for all students.</p> <p>District to provide expanded services for all students to ensure that graduation and promotion rates remain high. Maintain a graduation rate at or above 95% annually, maintain a 8th grade promotion rate at or above 95% annually.</p> <p>Maintain programs and services to enable 100% of EL students to access core curriculum and (integrated/designated) ELD standards throughout their day.</p> <p>Add classified staff to ensure that buildings, grounds and in-classroom support are adequate to meet the needs of student learning. At a minimum of one FTE.</p> <p>The District needs to add instructional spaces for students to ensure students achievement. A minimum of one teaching space at HHS and one at HES.</p> <p>AMAO #1: The percentage of ELs Making Annual Progress in Learning English on CELDT, across the District is 55.7%. The goal is to increase the number of students making annual progress by 5%.</p> <p>AMAO #2:</p> <p>(Less than 5 years) The percentage of ELs attaining the English Proficient Level on the CELDT (after less than 5 years in US schools), across the District is 22.1%. The goal is to increase the number of students attaining the English Proficient Level by 5%.</p> <p>(5 years or more) The percentage of ELs attaining the English Proficient Level on the CELDT (after 5 years or more in US schools), across the District is 38.1%. These students are classified as Long Term English Language Learners (LTEL). The goal is to increase the number of LTEL students attaining the English Proficient Level on the CELDT by 5%.</p>				
<p>Maintain current staffing levels of certificated staff provide additional services for supplemental services. District intends to evaluate the counseling and intervention needs of the district in the 2015-2016 school year and make changes in 2016-17 if needed.</p>		<p>PreK-12 grades</p>	<p>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent</p>	<p>1000-1999: Certificated Personnel Salaries Base 415833 3000-3999: Employee Benefits Base 233713 1000-1999: Certificated Personnel Salaries Other 334776 3000-3999: Employee Benefits Other 146050</p>

		English proficient Other Subgroups: (Specify)	
Special Ed, contracted services with county office, NPS	PreK-12th Grade	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>7000-7439: Other Outgo Base 167808</p> <p>7000-7439: Other Outgo Other 5744</p>
District will add books, materials and other instructional supplies needed to maintain instruction in the classroom including technology. Maintain facilities to ensure a safe and secure learning environment.	PreK-12th grade	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Base 38900</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 12000</p> <p>4000-4999: Books And Supplies Other 60844</p>
The district plans to increase staffing in the area of custodial and transportation as well as student safety by employing campus supervisors whom could assist in classroom supervision and support needs.	PreK-12th Grade	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Base 175804</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 81924</p> <p>2000-2999: Classified Personnel Salaries Other 103250</p>
Services and maintenance of district facilities, to maintain a safe and secure facility at all school sites as a means to support learning. Additional buildings as enrollment and needs of the district dictates.	PreK-12th Grade	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:</p>	<p>5000-5999: Services And Other Operating Expenditures Base 230865</p> <p>6000-6999: Capital Outlay Other 51300</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6000</p> <p>5000-5999: Services And Other Operating Expenditures Other 57457</p>



<p>Consulting and support services to enhance training and expertise of certificated and classified personnel</p>	<p>PreK-12th Grade</p>	<p>(Specify)  <input checked="" type="checkbox"/> All                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 234430                  2000-2999: Classified Personnel Salaries Supplemental and Concentration 9494</p>
<p>Professional development to be provided in concert with new curriculum adoptions.</p>	<p>PreK-12 Grade</p>	<p>(Specify)  <input checked="" type="checkbox"/> All                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	

**LCAP Year 3: 2018-19**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>By the end of 2018-19 the District goal will maintain 100% of our certificated staff as highly qualified in compliance with ESSA.</p> <p>Increase student participation rate in enrichment/elective opportunities by 10% district wide. (Examples: increase CTE grades 7-12, enrichment opportunities for grades K-6 during the school day and during after-school programs)</p> <p>100% Students will have access to the most current Common Core Standards aligned instructional materials in math and ELA. District hopes to increase personnel in order to facilitate common core standards aligned first instruction to meet content and performance standards for all students.</p> <p>District to provide expanded services for all students to ensure that graduation and promotion rates remain high. Maintain a graduation rate at or above 95% annually, maintain a 8th grade promotion rate at or above 95% annually.</p> <p>Maintain programs and services to enable 100% of EL students to access core curriculum and (integrated/designated) ELD standards throughout their day.</p> <p>Add classified staff to ensure that buildings, grounds and in-classroom support are adequate to meet the needs of student learning. At a minimum of one FTE.</p> <p>The District needs to add instructional spaces for students to ensure students achievement. A minimum of one teaching space at HHS and one at HES.</p> <p>AMAO #1: The percentage of ELs Making Annual Progress in Learning English on CELDT, across the District is 55.7%. The goal is to increase the number of students making annual progress by 5%.</p> <p>AMAO #2:</p> <p>(Less than 5 years) The percentage of ELs attaining the English Proficient Level on the CELDT (after less than 5 years in US schools), across the District is 22.1%. The goal is to increase the number of students attaining the English Proficient Level by 5%.</p> <p>(5 years or more) The percentage of ELs attaining the English Proficient Level on the CELDT (after 5 years or more in US schools), across the District is 38.1%. These students are classified as Long Term English Language Learners (LTEL). The goal is to increase the number of LTEL students attaining the English Proficient Level on the CELDT by 5%.</p>		
<p><b>Actions/Services</b></p> <p>Maintain current staffing levels of certificated staff provide additional services for supplemental services. District intends to evaluate the counseling and intervention needs of the district in the 2015-2016 school year and make changes in 2016-17 if needed.</p>	<p><b>Scope of Service</b></p> <p>PreK-12 grades</p>	<p><b>Pupils to be served within identified scope of service</b></p> <p>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent</p>	<p><b>Budgeted Expenditures</b></p> <p>1000-1999: Certificated Personnel Salaries Base 415833 3000-3999: Employee Benefits Base 233713 1000-1999: Certificated Personnel Salaries Other 334776 3000-3999: Employee Benefits Other 146050</p>

		English proficient _ Other Subgroups: (Specify)	
Special Ed, contracted services with county office, NPS	PreK-12th Grade	<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 <input type="checkbox"/> English proficient _ Other Subgroups: (Specify)	7000-7439: Other Outgo Base 167808 7000-7439: Other Outgo Other 5744
District will add books, materials and other instructional supplies needed to maintain instruction in the classroom including technology. Maintain facilities to ensure a safe and secure learning environment.	PreK-12th grade	<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 <input type="checkbox"/> English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base 38900 4000-4999: Books And Supplies Supplemental and Concentration 12000 4000-4999: Books And Supplies Other 60844
The district plans to increase staffing in the area of custodial and transportation as well as student safety by employing campus supervisors whom could assist in classroom supervision and support needs.	PreK-12th Grade	<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 <input type="checkbox"/> English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Base 175804 3000-3999: Employee Benefits Supplemental and Concentration 81924 2000-2999: Classified Personnel Salaries Other 103250
Services and maintenance of district facilities, to maintain a safe and secure facility at all school sites as a means to support learning. Additional buildings as enrollment and needs of the district dictates.	PreK-12th Grade	<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 <input type="checkbox"/> English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 230865 6000-6999: Capital Outlay Other 51300 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6000 5000-5999: Services And Other Operating Expenditures Other 57457

<p>Consulting and support services to enhance training and expertise of certificated and classified personnel</p>	<p>PreK-12th Grade</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 234430                  2000-2999: Classified Personnel Salaries Supplemental and Concentration 9494</p>
<p>Professional development to be provided in concert with new curriculum adoptions.</p>	<p>PreK-12 Grade</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

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

<p><b>GOAL 2:</b></p>	<p>Pupil Outcomes, all students will need to demonstrate proficiency on quizzes, tests, benchmark assessments and state academic performance exams to insure that they are achieving at the highest potential prior to promoting from 8th grade and graduating from high school. For those students who are second language learners or those students with special needs, additional resources and support are needed to accomplish the goal of graduating high school with the highest quality of education.</p>	<p>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</p>
<p><b>Identified Need :</b></p>	<p>The District CELDT scores for ELD students are the following: 69% are proficient in Listening skills, 82% are proficient in Speaking Skills, 43% are proficient in reading skills and 48% are proficient in writing skills. The District goal is to raise student proficiency on CELDT by one level annually.</p> <p>Maintain the HS graduation and HES promotion rate at or above 95%.</p> <p>The HS is in ESSA safe harbor, once a new measure is approved by the state legislature, the District aspires to move toward proficiency at or above 5% annually.</p> <p>The Elementary School is in academic program improvement under guidance of a District Advisory Committee. Continue progress monitoring with semi annual reports to demonstrate overall student progress by 5% in all core academic areas.</p>	
<p><b>Goal Applies to:</b></p>	<p>Schools: All Schools in District          Applicable Pupil Subgroups: All students</p>	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Improve overall ELD proficiency on all test by one level.
- Maintain HS graduation rate above 95%.
- Maintain the promotion rate for the Elementary School above 95%
- Assess all 3-11th grade students with district benchmark tests for ELA and Mathematics.
- Maintain and improve all course offerings that support high achievement in each master schedule.
- In 2014-15, 71% of students enrolled in a CTE course. The goal is to increase that by 3%. Of those students enrolling a CTE program, 100% completed the CTE program and earned a high school diploma. Additionally 73% of CTE courses at HHS are articulated with a post secondary institution. (2015\_SARC)
- Increase by 3% then percentage of students who score At or Exceed Standard; Reduce the percentage of students in the Standard Not Met category by 10% on the CAASPP for both mathematics and ELA.
- In 2013-14, 43% of graduated completed the A-G course sequence for university admittance. The goal is to increase that by 3%.
- For the 2014/15 year, AP participation counts are as follows: (US History 2/15; English Language 30; English Literature 25; Calculus 11; Statistics 21; Spanish Language 10). The goal is to increase by 10% the numbers of students enrolling AP classes.
- The AP pass rates for 2014/2015 are as follows: (US History 40%; English Language 30%; English Literature 20%; Calculus 36%; Statistics 24%; Spanish Language 100%). The goal is to increase by 3% the number of students passing AP tests. Note English Language/Literature and Calculus/Statistics are rotate biannually.
- Increase by 3% the number of students passing the Early Assessment Program exam (EAP). The EAP Test results 2014-15 for the % of 11th grade test takers being classified as Exempt or Conditionally Exempt in math or English was as follows: (math 10%; English 37.5%)
- Increase before and after school, and lunchtime offerings to enrich student learning by one per site. During the 2014-15 school year the following extra curricular activities were offered to students: (HS 5 sports/gender; 6 clubs. HES 2 sports/gender; 3 clubs). The goal is to increase these offerings by one per site. (Note Ella Barkley to be included in HS MS improvement model)
- Increase the number of hours (currently 0) of after school (contract) time academic tutoring/support by one hour at HES through the Boys & Girls Club.
- AMAO #2:
- (Less than 5 years) The percentage of ELs attaining the English Proficient Level on the CELDT (after less than 5 years in US schools), across the District is 22.1%. The goal is to increase the number of students attaining the English Proficient Level by 5%.
- (5 years or more) The percentage of ELs attaining the English Proficient Level on the CELDT (after 5 years or more in US schools), across the District is 38.1%. These students are classified as Long Term English Language Learners (LTEL). The goal is to increase the number of

LTEL students attaining the English Proficient Level on the CELDT by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Materials, supplies and text books needed to support student learning including second language learners. Provide for capital outlay needs to support staff and students to achieve goals.	Pre-K-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 22000 4000-4999: Books And Supplies Base 71317 4000-4999: Books And Supplies Other 111547 6000-6999: Capital Outlay Other 94050
Maintain certificated and classified staffing levels as a means to achieve goals.	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 429789 1000-1999: Certificated Personnel Salaries Base 762360 1000-1999: Certificated Personnel Salaries Other 613756 2000-2999: Classified Personnel Salaries Supplemental and Concentration 17405 2000-2999: Classified Personnel Salaries Base 322307 2000-2999: Classified Personnel Salaries Other 189292 3000-3999: Employee Benefits Supplemental and Concentration 150195 3000-3999: Employee Benefits Base 428473 3000-3999: Employee Benefits Other 267758
Maintain Services and Operations as a method to achieve goals; including School-Wide Intervention Programs as a vehicle to achieve goals.	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 11000 5000-5999: Services And Other Operating Expenditures Base 423253 5000-5999: Services And Other Operating Expenditures Other 105338
Special Ed, NPS, other services from county office	Pre K-12th	<input checked="" type="checkbox"/> All OR:	7000-7439: Other Outgo Other 10531

	Grade	<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)	7000-7439: Other Outgo Base 307649
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**LCAP Year 2: 2017-2018**

**Expected Annual Measurable Outcomes:**

- Improve overall ELD proficiency on all test by one level.
- Maintain HS graduation rate above 95%.
- Maintain the promotion rate for the Elementary School above 95%
- Assess all 3-11th grade students with district benchmark tests for ELA and Mathematics.
- Maintain and improve all course offerings that support high achievement in each master schedule.
- In 2014-15, 71% of students enrolled in a CTE course. The goal is to increase that by 3%. Of those students enrolling a CTE program, 100% completed the CTE program and earned a high school diploma. Additionally 73% of CTE courses at HHS are articulated with a post secondary institution. (2015\_SARC)
- Increase by 3% then percentage of students who score At or Exceed Standard; Reduce the percentage of students in the Standard Not Met category by 10% on the CAASPP for both mathematics and ELA.
- In 2013-14, 43% of graduated completed the A-G course sequence for university admittance. The goal is to increase that by 3%.
- For the 2014/15 year, AP participation counts are as follows: (US History 2/15; English Language 30; English Literature 25; Calculus 11; Statistics 21; Spanish Language 10). The goal is to Increase by 10% the numbers of students enrolling AP classes.
- The AP pass rates for 2014/2015 are as follows: (US History 40%; English Language 30%; English Literature 20%; Calculus 36%; Statistics 24%; Spanish Language 100%). The goal is to increase by 3% the number of students passing AP tests. Note English Language/Literature and Calculus/Statistics are rotate biannually.
- Increase by 3% the number of students passing the Early Assessment Program exam (EAP). The EAP Test results 2014-15 for the % of 11th grade test takers being classified as Exempt or Conditionally Exempt in math or English was as follows: (math 10%; English 37.5%)
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- (Less than 5 years) The percentage of ELs attaining the English Proficient Level on the CELDT (after less than 5 years in US schools), across the District is 22.1%. The goal is to increase the number of students attaining the English Proficient Level by 5%.
- (5 years or more) The percentage of ELs attaining the English Proficient Level on the CELDT (after 5 years or more in US schools), across the District is 38.1%. These students are classified as Long Term English Language Learners (LTEL). The goal is to increase the number of

LTEL students attaining the English Proficient Level on the CELDT by 5%.				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Materials, supplies and text books needed to support student learning including second language learners. Provide for capital outlay needs to support staff and students to achieve goals.	Prek-12th Grade	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 22000 4000-4999: Books And Supplies Base 71317 4000-4999: Books And Supplies Other 111547 6000-6999: Capital Outlay Other 94050	
Maintain certificated and classified staffing levels as a means to achieve goals.	Pre K-12th Grade	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 429789 1000-1999: Certificated Personnel Salaries Base 762360 1000-1999: Certificated Personnel Salaries Other 613756 2000-2999: Classified Personnel Salaries Supplemental and Concentration 17405 2000-2999: Classified Personnel Salaries Base 322307 2000-2999: Classified Personnel Salaries Other 189292 3000-3999: Employee Benefits Supplemental and Concentration 150195 3000-3999: Employee Benefits Base 428473 3000-3999: Employee Benefits Other 267758	
Maintain Services and Operations as a method to achieve goals; including School-Wide Intervention Programs as a vehicle to achieve goals.	Pre K-12th Grade	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 11000 5000-5999: Services And Other Operating Expenditures Base 423253 5000-5999: Services And Other Operating Expenditures Other 105338	

Special Ed, NPS, other services from county office	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	7000-7439: Other Outgo Other 10531 7000-7439: Other Outgo Base 307649
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**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

- Improve overall ELD proficiency on all test by one level.
- Maintain HS graduation rate above 95%.
- Maintain the promotion rate for the Elementary School above 95%
- Assess all 3-11th grade students with district benchmark tests for ELA and Mathematics.
- Maintain and improve all course offerings that support high achievement in each master schedule.
- In 2014-15, 71% of students enrolled in a CTE course. The goal is to increase that by 3%. Of those students enrolling a CTE program, 100% completed the CTE program and earned a high school diploma. Additionally 73% of CTE courses at HHS are articulated with a post secondary institution. (2015\_SARC)
- Increase by 3% then percentage of students who score At or Exceed Standard; Reduce the percentage of students in the Standard Not Met category by 10% on the CAASPP for both mathematics and ELA.
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	LTEL students attaining the English Proficient Level on the CELDT by 5%.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Materials, supplies and text books needed to support student learning including second language learners. Provide for capital outlay needs to support staff and students to achieve goals.	Prek-12th Grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 22000 4000-4999: Books And Supplies Base 71317 4000-4999: Books And Supplies Other 111547 6000-6999: Capital Outlay Other 94050	
Maintain certificated and classified staffing levels as a means to achieve goals.	Pre K-12th Grade	<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)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 429789 1000-1999: Certificated Personnel Salaries Base 762360 1000-1999: Certificated Personnel Salaries Other 613756 2000-2999: Classified Personnel Salaries Supplemental and Concentration 17405 2000-2999: Classified Personnel Salaries Base 322307 2000-2999: Classified Personnel Salaries Other 189292 3000-3999: Employee Benefits Supplemental and Concentration 150195 3000-3999: Employee Benefits Base 428473 3000-3999: Employee Benefits Other 267758	
Maintain Services and Operations as a method to achieve goals; including School-Wide Intervention Programs as a vehicle to achieve goals.	Pre K-12th Grade	<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)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 11000 5000-5999: Services And Other Operating Expenditures Base 423253 5000-5999: Services And Other Operating Expenditures Other 105338	

Special Ed, NPS, other services from county office	Pre K-12th Grade	X 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)	7000-7439: Other Outgo Other 10531 7000-7439: Other Outgo Base 307649
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p><b>GOAL 3:</b></p>	<p>Engagement: District to improve parent participation, community input and student engagement through inclusion of all stakeholders in the learning process.</p>	<p>Related State and/or Local Priorities:            1 _ 2 _ 3 <u>X</u> 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 _            COE only: 9 _ 10 _            Local : Specify</p>
<p><b>Identified Need :</b></p>	<p>Increase parent involvement in all facets of district processes supporting learning for all students, survey, parent meetings, before school, at lunch and after school.</p> <p>Teacher Parent academic teams.</p> <p>Attendance rates are above 98% for all students K-12, continue to maintain high attendance rates.</p> <p>Maintain a safe environment where student suspensions and expulsions are minimal.</p> <p>Maintain a low drop out rate of less than 3%.</p> <p>District to support parents who do not speak English to receive additional course work through HUSD adult education. While district LCAP money will not be used for these classes, the results would be a measure to help increase parental involvement in the K-12 schools in our district.</p>	
<p><b>Goal Applies to:</b></p>	<p>Schools: / All Schools            Applicable Pupil Subgroups:</p>	<p>All Students</p>

**LCAP Year 1: 2016-17**

<p><b>Expected Annual Measurable Outcomes:</b></p> <ul style="list-style-type: none"> <li>· Increase parental involvement in all areas of the school by 3% average attendance/event, sign in sheets and completed surveys.</li> <li>· Creation of Teacher Parent academic teams- Measured by sign in sheets, number of teachers creating teams at least two at the Elementary school.</li> <li>· Maintain attendance rates at or above 95% at both schools as measured by CBEDS and P2-report. Chronic Absenteeism is at 5.8% for HES, and 4.4% at HHS. Decrease Chronic Absenteeism by 1%. (AERIES Analytics)</li> <li>· Maintain a safe environment for all students as measured by end of the year CALPADS report on suspension/expulsions, less than 1% annually.</li> <li>· Work towards a 0% drop out rate for all district schools, as measured by the annual CALPADS report on drop out rates. Dropout rate for HES middle school and HS was 0% (2015_SARC)</li> <li>· Increase parental involvement of second language learner parents annually by 10% as measured by the average attendance at ELAC, DELAC, and parent luncheons (Sign In Sheets). The average attendance 2015-16 per meeting: ELAC/DELAC 15 participants and HES Parent Lunch 17 participants.</li> <li>· AMAO #2:</li> <li>· (Less than 5 years) The percentage of ELs attaining the English Proficient Level on the CELDT (after less than 5 years in US schools), across the District is 22.1%. The goal is to increase the number of students attaining the English Proficient Level by 5%.</li> <li>· (5 years or more) The percentage of ELs attaining the English Proficient Level on the CELDT (after 5 years or more in US schools), across the District is 38.1%. These students are classified as Long Term English Language Learners (L-TEL). The goal is to increase the number of L-TEL students attaining the English Proficient Level on the CELDT by 5%.</li> </ul>			
	<p><b>Actions/Services</b></p> <p>Maintain services and operations to achieve goals; including supplies and facility needs.</p>	<p><b>Scope of Service</b></p> <p>PreK-12th Grade</p>	<p><b>Pupils to be served within identified scope of service</b></p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>
		<p><b>Budgeted Expenditures</b></p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3000  5000-5999: Services And Other Operating Expenditures Base 115433  5000-5999: Services And Other Operating Expenditures Other 28729  6000-6999: Capital Outlay Other 25650</p>



<p>Maintain staffing levels as a means to achieve goals, including school-wide interventions.</p>	<p>Pre K-12th Grade</p>	<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 117215 1000-1999: Certificated Personnel Salaries Base 207916 1000-1999: Certificated Personnel Salaries Other 167388 2000-2999: Classified Personnel Salaries Supplemental and Concentration 4747 2000-2999: Classified Personnel Salaries Base 87902 2000-2999: Classified Personnel Salaries Other 51625 3000-3999: Employee Benefits Supplemental and Concentration 40962 3000-3999: Employee Benefits Base 116856 3000-3999: Employee Benefits Other 73025</p>
<p>Additional resources to implement Academic Parent Teacher Teams. (Technology, training, supplies etc...)</p>	<p>Pre K-12th Grade</p>	<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 6000 4000-4999: Books And Supplies Base 19450 4000-4999: Books And Supplies Other 30422</p>
<p>Special Ed, NPS, county office services and support.</p>	<p>Prek-12th grade</p>	<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>7000-7439: Other Outgo Base 83904 7000-7439: Other Outgo Other 2872</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase parental involvement in all areas of the school by 3% average attendance/event, sign in sheets and completed surveys.</p> <p>Creation of Teacher Parent academic teams- Measured by sign in sheets, number of teachers creating teams at least two at the Elementary school.</p> <p>Maintain attendance rates at or above 95% at both schools as measured by CBEDS and P2-report. Chronic Absenteeism is at 5.8% for HES, and 4.4% at HHS. Decrease Chronic Absenteeism by 1%. (AERIES Analytics)</p> <p>Maintain a safe environment for all students as measured by end of the year CALPADS report on suspension/expulsions, less than 1% annually.</p> <p>Work towards a 0% drop out rate for all district schools, as measured by the annual CALPADS report on drop out rates. Dropout rate for HES middle school and HS was 0% (2015_SARC)</p> <p>Increase parental involvement of second language learner parents annually by 10% as measured by the average attendance at ELAC, DELAC, and parent luncheons (Sign In Sheets). The average attendance 2015-16 per meeting: ELAC/DELAC 15 participants and HES Parent Lunch 17 participants.</p> <p>AMAO #2:</p> <p>(Less than 5 years) The percentage of ELs attaining the English Proficient Level on the CELDT (after less than 5 years in US schools), across the District is 22.1%. The goal is to increase the number of students attaining the English Proficient Level by 5%.</p> <p>(5 years or more) The percentage of ELs attaining the English Proficient Level on the CELDT (after 5 years or more in US schools), across the District is 38.1%. These students are classified as Long Term English Language Learners (LTEL). The goal is to increase the number of LTEL students attaining the English Proficient Level on the CELDT by 5%.</p>		PreK-12th Grade	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> </ul> <p>Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3000</p> <p>5000-5999: Services And Other Operating Expenditures Base 115433</p> <p>5000-5999: Services And Other Operating Expenditures Other 28729</p> <p>6000-6999: Capital Outlay Other 25650</p>
Maintain services and operations to achieve goals; including supplies and facility needs.				

<p>Maintain staffing levels as a means to achieve goals, including school-wide interventions.</p>	<p>Pre K-12th Grade</p>	<p>X All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient                      Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 117215                      1000-1999: Certificated Personnel Salaries Base 207916                      1000-1999: Certificated Personnel Salaries Other 167388                      2000-2999: Classified Personnel Salaries Supplemental and Concentration 4747                      2000-2999: Classified Personnel Salaries Base 87902                      2000-2999: Classified Personnel Salaries Other 51625                      3000-3999: Employee Benefits Supplemental and Concentration 40962                      3000-3999: Employee Benefits Base 116856                      3000-3999: Employee Benefits Other 73025</p>
<p>Additional resources to implement Academic Parent Teacher Teams. (Technology, training, supplies etc...)</p>	<p>Pre K-12th Grade</p>	<p>X All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient                      Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 6000                      4000-4999: Books And Supplies Base 19450                      4000-4999: Books And Supplies Other 30422</p>
<p>Special Ed, NPS, county office services and support.</p>	<p>Prek-12th grade</p>	<p>X All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient                      Other Subgroups: (Specify)</p>	<p>7000-7439: Other Outgo Base 83904                      7000-7439: Other Outgo Other 2872</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase parental involvement in all areas of the school by 3% average attendance/event, sign in sheets and completed surveys.</p> <p>Creation of Teacher Parent academic teams- Measured by sign in sheets, number of teachers creating teams at least two at the Elementary school.</p> <p>Maintain attendance rates at or above 95% at both schools as measured by CBEDS and P2-report. Chronic Absenteeism is at 5.8% for HES, and 4.4% at HHS. Decrease Chronic Absenteeism by 1%. (AERIES Analytics)</p> <p>Maintain a safe environment for all students as measured by end of the year CALPADS report on suspension/expulsions, less than 1% annually.</p> <p>Work towards a 0% drop out rate for all district schools, as measured by the annual CALPADS report on drop out rates. Dropout rate for HES middle school and HS was 0% (2015_SARC)</p> <p>Increase parental involvement of second language learner parents annually by 10% as measured by the average attendance at ELAC, DELAC, and parent luncheons (Sign In Sheets). The average attendance 2015-16 per meeting: ELAC/DELAC 15 participants and HES Parent Lunch 17 participants.</p> <p>AMAO #2:</p> <p>(Less than 5 years) The percentage of ELs attaining the English Proficient Level on the CELDT (after less than 5 years in US schools), across the District is 22.1%. The goal is to increase the number of students attaining the English Proficient Level by 5%.</p> <p>(5 years or more) The percentage of ELs attaining the English Proficient Level on the CELDT (after 5 years or more in US schools), across the District is 38.1%. These students are classified as Long Term English Language Learners (L-TEL). The goal is to increase the number of L-TEL students attaining the English Proficient Level on the CELDT by 5%.</p>	<p>Maintain services and operations to achieve goals; including supplies and facility needs.</p>	<p>PreK-12th Grade</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3000 5000-5999: Services And Other Operating Expenditures Base 115433 5000-5999: Services And Other Operating Expenditures Other 28729 6000-6999: Capital Outlay Other 25650</p>

<p>Maintain staffing levels as a means to achieve goals, including school-wide interventions.</p>	<p>Pre K-12th Grade</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 117215 1000-1999: Certificated Personnel Salaries Base 207916 1000-1999: Certificated Personnel Salaries Other 167388 2000-2999: Classified Personnel Salaries Supplemental and Concentration 4747 2000-2999: Classified Personnel Salaries Base 87902 2000-2999: Classified Personnel Salaries Other 51625 3000-3999: Employee Benefits Supplemental and Concentration 40962 3000-3999: Employee Benefits Base 116856 3000-3999: Employee Benefits Other 73025 4000-4999: Books And Supplies Supplemental and Concentration 6000 4000-4999: Books And Supplies Base 19450 4000-4999: Books And Supplies Other 30422</p>
<p>Additional resources to implement Academic Parent Teacher Teams. (Technology, training, supplies etc...)</p>	<p>Pre K-12th Grade</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7000-7439: Other Outgo Base 83904 7000-7439: Other Outgo Other 2872</p>
<p>Special Ed, NPS, county office services and support.</p>	<p>Prek-12th grade</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

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 schools/sites 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.

<p>Original Goal 1 from prior year LCAP:</p>	<p>Condition of Learning goal to include highly qualified classroom instruction to promote college career readiness with academic instruction in place to help all students succeed.</p>	<p>Related State and/or Local Priorities:  <input checked="" type="checkbox"/> X 2 <input checked="" type="checkbox"/> X 3 <input checked="" type="checkbox"/> X 4 <input checked="" type="checkbox"/> X 5 <input checked="" type="checkbox"/> X 6 <input checked="" type="checkbox"/> X 7 <input checked="" type="checkbox"/> X 8 <input type="checkbox"/> X 9</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: <u>Hamilton Elementary School, Hamilton High School, Ella Barkley High School and Hamilton Community Day</u></p> <p>Applicable Pupil Subgroups: <u>All Students</u></p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>By the end of 2015-16 the District goal will be to have 75% of our teachers highly qualified in compliance with NCLB.</p> <p>Adopt Social Science and Science materials when the State of California completes its adoption cycles.</p> <p>Add elective courses through programs before, during, and after school as district funds and personnel allows, at a minimum of at least one additional elective for Hamilton Elementary School and one for Hamilton High School.</p> <p>District to provide expanded services for all students to ensure that graduation and promotion rates remain high. To maintain a graduation rate at or above 95% annually, maintain a 8th grade promotion rate at or above 95% annually.</p> <p>Add classified staff to ensure that buildings, grounds, and in classroom support are adequate to meet the needs of student learning at a minimum of one FTE.</p> <p>The District needs to add instructional spaces for students to ensure students achieve at or above proficiency. A minimum of one teaching space at Hamilton High School and one at Hamilton Elementary School. Ella Barkley High School needs office space for administrative oversight and curriculum development for alternative education.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>As of May 2016 over 98% of the teaching staff at HUSD is NCLB compliant. (SARC 2015) A PE teacher was added at HES this year to expand the middle school model at the elementary school.</p> <p>Social Studies and Science standards have not yet been adopted, therefor no curriculum decisions have been made. Teachers in these disciplines continue to receive district supported professional development.</p> <p>Enrichment activities have been added as facilities and staffing has allowed. At the elementary school, yearbook and Activities Director have been added. At the high school, a science club has been added. Additionally a forklift was purchased for high school and adult education use. Three teachers are also involved in STEM training and integrating those mindsets into the classroom.</p> <p>The high school graduation and 8th grade promotion rate continue to be high, above the 95% rate for both the sites. (SARC 2015).</p> <p>At the elementary school, a yard duty position was increased by two hours each day. A Universal Maintenance/Custodial was increased to one FTE.</p> <p>Plans to add portable buildings were made this year with anticipated installation Summer 2016.</p>

LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services		Estimated Actual Annual Expenditures	
Maintain current staffing levels of certificated staff provide additional services for supplemental services. District intends to evaluate the counseling and intervention needs of the district in the 2015-2016 school year.		1000-1999: Certificated Personnel Salaries Base 503469 3000-3999: Employee Benefits Base 306407 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 263027 1000-1999: Certificated Personnel Salaries Other 691801 3000-3999: Employee Benefits Other 257067		The District has added physical education staff at the high school and elementary school site this year.  Since counseling services are confidential, no formal data exists. However, of the 3 district counselors making up a total 1.5 FTE counseling position, well over 60 hours per week are spent providing social, emotional, and academic support to students and their families. There continues to be substantial need at the elementary school for social/emotional counseling services. This year approximately 15% of students received some school based counseling support. Requests for more services had to be prioritized to the greatest need.		1000-1999: Certificated Personnel Salaries Base 503469 3000-3999: Employee Benefits Base 306407 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 263027 1000-1999: Certificated Personnel Salaries Other 691801 3000-3999: Employee Benefits Other 257067	
Scope of Service: PreK-12 grades				Scope of Service			
X All				X All			
OR:				OR:			
Low Income pupils				Low Income pupils			
English Learners				English Learners			
Foster Youth				Foster Youth			
Redesignated fluent English proficient				Redesignated fluent English proficient			
Other Subgroups: (Specify)				Other Subgroups: (Specify)			
Special Education, contracted services with Glenn County Office of Education, and NPS.		7000-7439: Other Outgo Base 462468 7000-7439: Other Outgo Other 17616		HUSD currently participates in the Glenn countywide SELPA. Special educational services continue to be coordinated through that body.		7000-7439: Other Outgo Base 462468 7000-7439: Other Outgo Other 17616	



<p>Scope of Service</p> <p>PreK-12th Grade</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District will add supplies, books, materials and other instructional supplies needed to maintain instruction in the classroom and to maintain facilities to ensure a safe and secure learning environment.</p>	<p>4000-4999: Books And Supplies Base 49601</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 59220</p> <p>4000-4999: Books And Supplies Other 210747</p>	<p>HUSD adopted standards aligned mathematics curriculum fall 2015 for grades 1 through 10. Summer 2016, Kindergarten mathematics and Integrated Mathematics III will be the final adoption in those respective series.</p> <p>Although there are curriculum samples for the current ELA adoption cycle on the elementary site, a full semester pilot is planned for fall 2016, with anticipated adoption spring 2017. Supplemental materials will be selected for grades 9 through 12 to increase expository reading opportunities and align with the common core state ELA/ELD standards.</p>	<p>4000-4999: Books And Supplies Base 49601</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 59220</p> <p>4000-4999: Books And Supplies Other 210747</p>
<p>Scope of Service</p> <p>PreK-12th grade</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

<p>proficient _ Other Subgroups: (Specify)</p> <p>The district plans to increase staffing in the area of custodial and transportation as well as student safety by employing campus supervisors. The district also wishes to enhance classroom instruction by instructional aid support.</p>	<p>2000-2999: Classified Personnel Salaries Base 242732 2000-2999: Classified Personnel Salaries Supplemental and Concentration 19879 3000-3999: Employee Benefits Supplemental and Concentration 91709 2000-2999: Classified Personnel Salaries Other 138227</p>	<p>_ Other Subgroups: (Specify)</p> <p>At the elementary school, a yard duty position was increased by two hours each day. A Universal Maintenance/Custodial was increased to one FTE.</p>	<p>2000-2999: Classified Personnel Salaries Base 242732 2000-2999: Classified Personnel Salaries Supplemental and Concentration 19879 3000-3999: Employee Benefits Supplemental and Concentration 91709 2000-2999: Classified Personnel Salaries Other 138227</p>
<p>Scope of Service</p> <p>PreK-12th Grade</p> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Base 316023 6000-6999: Capital Outlay Other 162450 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 38709 5000-5999: Services And Other Operating Expenditures Other 159090</p>
<p>Services and maintenance of district facilities: To maintain a safe and secure facility at all school sites as a means to support learning. Additional buildings as enrollment and needs of the district dictates.</p>	<p>5000-5999: Services And Other Operating Expenditures Base 316023 6000-6999: Capital Outlay Other 162450 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 38709 5000-5999: Services And Other Operating Expenditures Other 159090</p>	<p>Plans to add portable buildings were made this year with anticipated installation Summer 2016. Additionally, maintenance this year included: new HVAC, roof repairs/replacements, gas lines and technology infrastructure updates.</p>	<p>5000-5999: Services And Other Operating Expenditures Base 316023 6000-6999: Capital Outlay Other 162450 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 38709 5000-5999: Services And Other Operating Expenditures Other 159090</p>
<p>Scope of Service</p> <p>PreK-12th Grade</p>	<p>Scope of Service</p>	<p>Scope of Service</p>	<p>Scope of Service</p>

<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Consulting and support services to enhance training and expertise of certificated and classified personnel.</p>		<p>HUSD continues to support on-going, sustained professional development for staff. In 2016 the following were offered as professional development opportunities: 504 Training, Administration Training (ACSA), Doug Fisher Cadre (TCOE), Alliance for Teaching Excellence (formally BTS), 3 year Math Time (CSUChico), CA History Project Conference (UCLA), 3 year STEM (SCOE), Title III Conference, Music Educators Conference, AP content conferences, CPM training, Everyday Math training, AERIES training, Professional Learning Communities, ELVELD framework workshops, Close Reading training including training on-site personal to provide district-wide coaching.</p>	
<p>Scope of Service PreK-12th Grade</p> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing Although technology continues to be updated, at the elementary school approximately 420 students have full class access to 2 computer labs with a class set of computers. Access needs to be increased.

past progress and/or changes to goals?

The ELA adoption should continue as scheduled with adoption in early spring 2017.

Professional development should continue to be coordinated and sustained with the District wide focus on literacy and integrated ELD lead by the Common Core Cadre (HUSD teacher lead literacy group) and the District ELD Coordinator.

Personnel are still necessary to provide services to the highest need students by supporting targeted first tier instruction and facilitating interventions, especially in early reading. Additionally counseling hours should be increased to meet the needs of students within our community. This extends to the need for a data management clerk to coordinate data between teachers, support personnel, administration, and parents.

The facilities and maintenance should be added as needed for future growth, including another universal maintenance employee.

**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.**

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<p>Original GOAL 2 from prior year LCAP:</p>	<p>Pupil outcomes: All students will need to demonstrate proficiency on quizzes, tests, benchmark assessments, and state academic performance exams to ensure that they are achieving at the highest potential prior to promoting from 8th grade and graduating from high school. For those students who are second language learners or those students with special needs, additional resources and support are needed to accomplish the goal of graduating high school with the highest quality of education.</p>	<p>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</p>
<p>Goal Applies to: Schools: All Schools in District Applicable Pupil Subgroups: All students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Improve 10th Grade census by 3% in the 2015-2016 school year. Improve ELD proficiency on all test by 3%. Maintain the graduation rate above 95% for Hamilton High School. Maintain the promotion rate for the Hamilton Elementary School above 95%. Improve the NCLB status of both schools by student achievement by 3% as measured through site benchmark assessments at Hamilton Elementary School. The High School will develop benchmark assessments in Math and English for Grades 9 and 10 Improve course offerings in all master schedules that support high achievement, maintain current course offerings in each master schedules and increase before, lunchtime and after school offerings to enrich student learning by one per site. (Note Ella Barkley to be included in Hamilton High School MS improvement model.</p>	<p>Actual Annual Measurable Outcomes: The CAHSEE was suspended. No data exists. The comparison between the % of HUSD EL students vs. % of State of California EL students scoring early advanced or advanced on the 2013-14 CELDT, indicates that HUSD students are generally out performing EL students statewide (Data Quest Comparison). The high school graduation rate from the 2013-14 SARC report was 100% with a dropout rate of 0% for the same period. The promotion rate is 100%. EADMS is the district assessment system. This year district benchmarks (DBM) were given in the early fall and will be again in late spring. The spring scores are not yet available. The high school has developed DBM for the four core areas: English, math, science, and social studies. In 2014-15 the master schedule was maintained, with the addition of sports medicine and a manufacturing class added to the high school electives schedule. At the elementary school publications/yearbook, MESA, tech, and academic reading have been incorporated into the schedule. Additionally both sites have numerous clubs and sports for students after hours. There are also academic support opportunities outside of the school day. At the elementary there is Wolf time 2-3 times each week per grade and Saturday school for grades 4-8. At the high school there is tutoring offered in mathematics before school.</p>

lunch and after-school. Schedules are posted at both campuses.

For a small rural high school there are many AP offerings; 2 math offerings, 2 English offerings, 1 US history, and 1 Spanish. Any given school year there are 4 AP classes from which to choose. Pass rates are as follows for spring 2015

- US History 40%
- English Language 30%
- Calculus 36%
- Spanish Language 100%

During the 2014-15 school year 98.98% of students were enrolled in courses required for UC/CSU admission. This translated into 43.14% of our high school graduates meeting the a-g requirements. (2105 SARC). In a comparison to State data 2013-14, Hamilton High had approximately rate of attainment. (2013-14 School Quality Snapshot)

The % of students demonstrating college preparedness on the EAP is low; 38% for ELA, and 11% for mathematics. (<http://data.k12oms.org>)

Besides AP courses, Hamilton High offers a robust CTE program, over 70% of students participate in CTE school wide. 100% of students who complete a CTE sequence also earn a high school diploma. During the 2014-15 school year 73% of courses were articulated between our District and local post-secondary institutions. (2015 SARC)

At the elementary school reading comprehension continues to be low. Based on the universal screener, the % of students meeting nationally normed targets for grades 3, 4, and 5 respectively are as follows: 11%, 17% and 38% (AimsWeb MAZE data 2015-16)

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Materials, supplies, and text books needed to support student learning	4000-4999: Books And Supplies Supplemental and Concentration	This year common core aligned mathematics curriculum was adopted	4000-4999: Books And Supplies Supplemental and Concentration

<p>including second language learners. Provide for capital outlay needs to support staff and students to achieve goals.</p>	<p>39480 4000-4999: Books And Supplies Base 33067 4000-4999: Books And Supplies Other 140498 6000-6999: Capital Outlay Other 108300</p>	<p>for grades 1-10. Kinder and grade 11 will be adopted this year for full implementation in 2016-17. Additionally EL students have access to curriculum in Spanish. All mathematics adoptions support the integrated ELD standards including reading, writing, speaking and listening in English.</p> <p>In the 2015-16 year technology upgrades have been a priority, including purchases of projecting devices (TV or ceiling mounted projectors, document cameras etc.) and infrastructure for increasing wireless access, speed and security to accommodate BYOD and increase use of mobile devices.</p> <p>In order to increase access for staff to travel to PD opportunities a school van and car have been purchased.</p>	<p>39480 4000-4999: Books And Supplies Base 33067 4000-4999: Books And Supplies Other 140498 6000-6999: Capital Outlay Other 108300</p>
<p>Scope of Service Prek-12th Grade</p> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Maintain certificated and classified staffing levels as a means to achieve goals.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 175351 1000-1999: Certificated Personnel Salaries Base 335646 1000-1999: Certificated Personnel Salaries Other 461201</p>	<p>Teaching staff has been increased by 2 FTE PE teachers, one at the elementary and one at the high school.</p> <p>At the high school during 2014-15 average class size ranged from 18 to 22 pupils per class for the 4 core subjects. (2015 SARC)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 175351 1000-1999: Certificated Personnel Salaries Base 335646 1000-1999: Certificated Personnel Salaries Other 461201</p>

	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 13253</p> <p>2000-2999: Classified Personnel Salaries Base 161821</p> <p>2000-2999: Classified Personnel Salaries Other 92151</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 61139</p> <p>3000-3999: Employee Benefits Base 204272</p> <p>3000-3999: Employee Benefits Other 171378</p>	<p>At the elementary school, the average class size for K-6 was between 20 to 29 pupils per class. For the middle school rotation, average class sizes of the 4 core subjects range from 11 to 32 pupils per class. (2015 SARC)</p> <p>2015-16 staffing has been shifted to include an additional part-time counselor at the elementary school and reassign another counselor to the high school and continuation school.</p> <p>In order to maintain the additional facilities, a 1 FTE universal custodial staff was added.</p> <p>During the 2014-15 school year there was a loss of a half time para professional. Although the District made an attempt to fill the position, because of community limitations no qualified applicants were available.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 13253</p> <p>2000-2999: Classified Personnel Salaries Base 161821</p> <p>2000-2999: Classified Personnel Salaries Other 92151</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 61139</p> <p>3000-3999: Employee Benefits Base 204272</p> <p>3000-3999: Employee Benefits Other 171378</p>
<p>Scope of Service</p> <p><u>X</u> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p>Maintain services and operations as a means to achieve goals; including School-Wide Intervention Programs as a means to achieve goals.</p>	<p>Pre K-12th Grade</p>	<p>Scope of Service</p> <p><u>X</u> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p>During the 2015-16 school year intervention time is provided for in the Master Calendar.</p> <p>High school: Braves Time is available 4 times per week for approximately 40</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25806</p> <p>5000-5999: Services And Other Operating Expenditures Base 210682</p>



<p>210682 5000-5999: Services And Other Operating Expenditures Other 106060</p>	<p>minutes. This time is not optional for students.  Elementary school: Wolf Time is available 2-3 times per week at the end of the instructional day but within the teacher's contract day. Additionally an intervention specialist was added this year. A universal screen is utilized to identify individuals below grade-level and monitor program goals. There is currently 30 minutes 4 days each week for intervention within the school day.  ELD is embedded in the master schedule at both sites. EADMS, CAASPP, District ELD Benchmarks, CELDT data used to evaluate student growth and identify LTELs and students eligible for reclassification. This year over 23% of EL students were reclassified.</p>	<p>5000-5999: Services And Other Operating Expenditures Other 106060</p>
<p>Scope of Service Pre K-12th Grade</p> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Scope of Service X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>7000-7439: Other Outgo Other 11744 7000-7439: Other Outgo Base 308312</p>
<p>Scope of Service Pre K-12th Grade</p>	<p>Scope of Service</p>	<p>7000-7439: Other Outgo Other 11744 7000-7439: Other Outgo Base 308312</p>

<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>There continues to be a need for additional reading interventions at the elementary school. Funds should be expended to add a Reading Specialist to the staff. Responsibilities for this position should include small group interventions and coaching support for teachers to improve initial instruction.</p> <p>As enrollment and facilities increase there is a need for 2 universal maintenance staff.</p> <p>Technology infrastructure should include mobile lab facilities and hand held devices. This may trigger a need for more support staff in this area for students and faculty.</p> <p>The District is currently using funds to support former ROP courses, now CTE. This support must be considered as new classes and support services are added.</p> <p>The Professional Learning Community model will be instrumental in the planning-teaching-assessing-intervening cycle and will improve student achievement and the efficiency of intervention times.</p>		

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

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

<p>Original Goal 3 from prior year LCAP:</p>	<p>Engagement: District to improve parent participation, community input and student engagement through inclusion of all stakeholders in the learning process.</p>	<p>Related State and/or Local Priorities:          1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _          COE only: 9 _ 10 _          Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: All Schools          Applicable Pupil Subgroups: All Students</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase parental involvement in all areas of the school by 3%, sign in sheets and completed surveys.</p> <p>Creation of teacher-parent academic teams: measured by sign in sheets, number of teachers creating teams (at least two at Hamilton Elementary School).</p> <p>Maintain attendance rates above 95% at both schools as measured by CBEDS and P-reports.</p>	
<p>Actual Annual Measurable Outcomes:</p>	<p>At the elementary school the following were parent involvement offerings:          Parent Lunch (7 times per year)          English Learner Advisory Committee/District Advisory Committee (new)          School Site Council          District Advisory Committee          Back to School/Parent Conferences/Student Celebrations          PTO          Parents in Action/Padres en Accion</p> <p>At the high school the following were parent involvement offerings:          District Advisory Committee (new)          School Site Council          Back to School/Parent Conferences/Student Celebrations          Sports          FFA          Boosters Club          Scholarship/Financial Aid Night          Sophomore Counseling</p> <p>Academic Parent Teacher Teams were not implemented this year. This remains a goal for the 2016-17 school year.</p>	

<p>Maintain a safe environment for all students as measured by end of the year CALPADS report on suspension/expulsions, less then 1% annually.</p> <p>Work toward a 0% drop out rate for all district schools, as measured by the annual CALPADS report on drop out rates.</p>	<p>Attendance rates remain high at both schools. However chronic absentee rates are range between 0% to 8.7% for Special Education students. For overall student rate is 5.5%</p> <p>At the elementary school 2014-15, the suspension and the expulsion rate were 6.21% and 0% respectively. Over the same time period the high school rates were 0% and 0%. (2015 SARC)</p> <p>The drop out rate 2013-14 is 1.7% compared to 11.5% for the State. The graduation rate is 98.28% compared to 80.95% State-wide. (2015 SARC)</p>
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LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>Maintain services and operations to achieve goals; including supplies and facility needs.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 21505</p> <p>5000-5999: Services And Other Operating Expenditures Base 175568</p> <p>5000-5999: Services And Other Operating Expenditures Other 88384</p> <p>6000-6999: Capital Outlay Other 90250</p>	<p>In the 2015-16 year technology upgrades have been a priority, including:</p> <p>Replaced/upgraded 75+ computers</p> <p>Installed 3 TVs in Classrooms as well as replaced/upgraded 3 projectors</p> <p>Installed 3 new servers</p> <p>Installed 30 new HD 1080P computer monitors</p> <p>Migrated to Cloud-based email system</p> <p>All of the upgrades were necessary to improve communication and fully utilize educational resources.</p> <p>Plans to add portable buildings were made this year with anticipated installation Summer 2016.</p> <p>Additionally, maintenance this year included: new HVAC, roof repairs/replacements, gas lines and technology infrastructure updates.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 21505</p> <p>5000-5999: Services And Other Operating Expenditures Base 175568</p> <p>5000-5999: Services And Other Operating Expenditures Other 88384</p> <p>6000-6999: Capital Outlay Other 90250</p>

<p>Scope of Service</p> <p>PreK-12th Grade</p> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain staffing levels as a means to achieve goals, including school-wide interventions.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 146126</p> <p>1000-1999: Certificated Personnel Salaries Base 279705</p> <p>1000-1999: Certificated Personnel Salaries Other 384334</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 11044</p> <p>2000-2999: Classified Personnel Salaries Base 134851</p> <p>2000-2999: Classified Personnel Salaries Other 76793</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 50949</p> <p>3000-3999: Employee Benefits Base 170226</p> <p>3000-3999: Employee Benefits Other 142815</p>	<p>During the 2015-16 school year intervention time is provided for in the Master Calendar.</p> <p>High school: Braves Time is available 4 times per week for approximately 40 minutes. This time is not optional for students.</p> <p>Elementary school: Wolf Time is available 2-3 times per week at the end of the instructional day but within the teacher's contract day. Additionally an intervention specialist was added this year. A universal screener is utilized to identify individuals below grade-level and monitor program goals. There is currently 30 minutes 4 days each week for intervention within the school day.</p> <p>ELD is embedded in the master schedule at both sites. EADMS, CAASPP, District ELD Benchmarks, CELDT data used to evaluate student growth and identify LTELs and students eligible for reclassification. This year over 23% of EL students were reclassified.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 146126</p> <p>1000-1999: Certificated Personnel Salaries Base 279705</p> <p>1000-1999: Certificated Personnel Salaries Other 384334</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 11044</p> <p>2000-2999: Classified Personnel Salaries Base 134851</p> <p>2000-2999: Classified Personnel Salaries Other 76793</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 50949</p> <p>3000-3999: Employee Benefits Base 170226</p> <p>3000-3999: Employee Benefits Other 142815</p>

		<p>This year the District ELD Coordinator worked with parents through the HES parent lunch, ELAC. Additionally, a parent initiated group (Parents in Action) was formed under her guidance but led by an ELD parent. (Agendas)</p> <p>A District wide initiative has begin in earnest this year with a push for close reading across disciplines and grade levels. PD has been provided through the guidance of the Common Core Cadre.</p> <p>Reading continues to be an area of growth. At the elementary school, according to the universal screener, the majority of students read below grade level. Intervention has shown some gains, more work is needed in this area.</p>	
<p>Scope of Service</p> <p>Pre K-12th Grade</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Expanded meeting, supplies, technology opportunities for staff and parents regarding student achievement. Example of services would be parent/teacher academic teams. Provide technology and materials support to classrooms.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 32900</p> <p>4000-4999: Books And Supplies Base 27556</p> <p>4000-4999: Books And Supplies Other 117082</p>	<p>Academic Parent Teacher Teams were not implemented this year. This remains a goal for the 2016-17 school year.</p> <p>Activities for elementary school parents included information and training on signing up for email and access our SIS, Butte College offerings for them and for their students, ELD CELDT</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 32900</p> <p>4000-4999: Books And Supplies Base 27556</p> <p>4000-4999: Books And Supplies Other 117082</p>

<p>Scope of Service</p> <p><input checked="" type="checkbox"/> Pre K-12th Grade</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>results and program updates. (Agendas)</p> <p>LCAP outreach events increased this year to include opportunities for input, review, questions during high community attendance events such as the high school Open House, and elementary school May Dance Festival and Show Case.</p>	
<p>Scope of Service</p> <p><input type="checkbox"/> Pre K-12th Grade</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7000-7439: Other Outgo Base 256927</p> <p>7000-7439: Other Outgo Other 9787</p>	<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7000-7439: Other Outgo Base 256927</p> <p>7000-7439: Other Outgo Other 9787</p>
<p>Scope of Service</p> <p><input type="checkbox"/> Pre K-12th grade</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Special Education, NPS, Glenn County Office of Education services and support.</p>	<p>HUSD currently participates in the Glenn countywide SELPA. Special educational services continue to be coordinated through that body.</p>	
<p>What changes in actions, _____ School based counseling services continue to be a need, at the elementary school approximately 15% of students require</p>			

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

school based counseling services. In many cases this requires extensive work with the families of the students as well. Increasing counseling services to the ASCA's recommended (1:250) ratio throughout the District could reduce disciplinary occurrences by 25% (S. Carrell). At the high school academic counseling services translate into better monitoring of student progress and making sure more students are college and career ready by enrolling and completing a rigorous curriculum path such as the a-g and AP pathways along with CTE classes (Center for Public Education, National School Boards Association 2012)

Additionally, increasing access to technology for parents, students, teachers, and support personnel will continue to require upgrades to the existing technology infrastructure. Including but not limited to increasing internet speeds, surveillance enhancements, WiFi improvements to facilitate the use of remote labs and the use of BYOD.

A Reading Specialist continues to be a need. This role should include working with teachers and parents to increase effectiveness of first instruction as well as provide intervention resources.

**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: \$1,050,096**

The current year estimated Supplemental and Concentration grant funding in the LCAP year for Hamilton Unified School District is \$1,050,096.

At HUSD the unduplicated count for English Language Learners, low income, and foster youth is approximately 82%.

District-wide Services

School Based Counseling

Although, Hamilton Unified School District does not have a great number of foster youth, we have a partnership with social services and our county foster youth coordinator to ensure that any needs these youths may have are being met. Additionally high poverty youth seem to have an increased need for these services as well. Last year, HUSD augmented on-site counseling services for all schools within the District in order to better serve the unduplicated students. During the 2015-16 year 10% of the kindergarten class had significant diagnosed behavioral needs. Additionally upon examination of the 3 year Assertive Discipline data, the goal is to decrease referrals by 10%. This year's plan is to increase school based counseling services to meet those challenges. In order to improve school culture, the district anticipates increasing staff development for Positive Behavioral Intervention Strategies (PBIS) which emphasizes the impact on the social, emotional and academic outcomes for students with disabilities <https://www.pbis.org/>.

English Language Development

The District has aggressively worked to improve English language acquisition for our second language learners and our special education students. The Language Star program is principally directed to serve our unduplicated students by offering a researched based designated ELD curriculum. In 2015-2016 over 13% of ELD student were reclassified. Additionally HUSD has increased ELD services for the influx of new comers this year. Currently the District continues to provide on-site ELD coaching for integrated and designated ELD. These services are principally to provide professional development for the new ELA/ELD Standards in order to increase access to the integrated ELD standards. These services will be expanded to support long term ELD students in order to decrease the long term ELD count and minimize potential long term ELD status. This meets the District's goals for it's unduplicated pupils in the State and local priorities and will be measured by the CELDT, District ELD Benchmarks, and AMAO 2.

Curriculum Supports

HUSD has established a local professional development team of teachers to provide training, guidance, and coaching to implement the new ELA/ELD standards for integrated

ELD. This year's primary focus is to increase reading strategies for all grades and all subjects by the use of close reading strategies. <http://www.corwin.com/learning/fisher-frey-pd-resource-center.html>. Based on last years CAASPP data, students would benefit from explicit instruction in making meaning from text and expanded vocabulary. HUSD plans to increase the frequency, duration, and intensity of this interdisciplinary collaboration.

Currently the District employs a Teacher on Special Assignment for the purpose of supporting and coordinating professional development, assessment and Title I services. This specific service is principally directed towards and is effective in improving services for the unduplicated students, who comprise the large majority of students who need extra academic support. Data will be used to design and implement professional development districtwide. Data will also be used to refine curriculum and instruction decisions in order to meet the needs of our unduplicated students who are the most at risk academically through the PLC process.

#### Additional Support

Intervention will be used to principally serve unduplicated students to improve academic achievement in all subjects.

Hamilton Elementary School uses a universal screener to identify students in need of academic support. Based on results of the universal screener the majority of students will benefit from strategic or intensive interventions. Each group meets four times a week for twenty-five minutes per day for a period of seven to ten weeks. Students will be monitored regularly for growth and instructional modifications will be made accordingly. The K-8 schedule has been adapted to facilitate the movement of students in and out of interventions as need. The district hopes to increase staffing in intervention next year principally directed towards serving the unduplicated students who do not meet the universal screener benchmark. This will be effective in meeting the district's goal of increasing student achievement. Additionally, afterschool academic support is provided 3 times per week for 30 minutes.

The district is considering ways in which to expand and improve the afterschool program in order to extend the learning time for students. This specifically affects the unduplicated students.

Saturday School is a program principally directed towards grades 4-8 students who: are not making progress towards promotion, or need to make up absences, or are in need of academic assistance. HUSD anticipate increasing services to the unduplicated students through increasing staffing.

Hamilton High School Braves time is primarily used to serve the unduplicated student population at the high school to prepare students for career and college readiness through an academic support time. The District anticipates increasing the number of intervention sections offered next year which should be effective in increasing math and literacy success rates. Including but not limited to an increase in AP scores, A-G success rates and an increase in the number of students that exhibit college readiness (EAP program).

The District has completed the process of departmentalizing 6th, 7th, and 8th grade for the purpose of cultivating subject specific curriculum and instruction, in order to better serve our unduplicated student populations. Our goal is for the content-specialist teachers to not only support students in the upper elementary grades but to work with the multiple subjects teachers to support lower grade teaching and learning in specific content. The goal is to improve and increase district wide vertical alignment between multiple subject teachers through the content specialist teachers. This will provide sufficient access to standards aligned instructional content for our unduplicated students.

The District intends to increase staffing services for visual and performing arts. As research shows, Re-Investing in Arts Education: Winning America's Future Through Creative Schools Summary and Recommendations : "The conclusion of these recent studies is that on average, arts-engaged low income students tend to perform more like higher-income students in the many types of comparisons that the studies tracks." This program is principally directed to serve our unduplicated students by maintaining school attendance rates, minimizing chronic absenteeism and improving student achievement.

Facilities

The District will improve and increase facilities through portable building purchases with the intent of adding classroom space for the new teachers who will focus on student achievement for our unduplicated students. The district also hopes to add service hours to classified custodial as a means to help meet cleaning standards as set forth in our Williams Act Requirements.

Community Outreach

The district anticipates implementing Academic Parent-Teacher Teams In these Academic Parent-Teacher Teams (APTT) the district wishes to increase and improve parent-teacher communication and enhance academic learning for our unduplicated students by:

- \*Using family engagement as an instructional strategy
- \*Implementing a systemic approach to family engagement focused on student academic goals
- \*Developing foundational grade-level skills for parent meetings
- \*Effectively sharing data with families to establish academic goals
- \*Developing tools and strategies for measuring and evaluating system effectiveness
- \*Enlisting parents as classroom leaders
- \*Creating effective classroom networks focused on student success

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.

18.7	%
6	

The District services are being enhanced by additional aides in the classrooms, additional support after school, additional professional development for teachers that focuses on best practices, and on-going and measurable assessments. Procedures have been added for staff to support students' social emotional needs through the Medi-Cal Administrative Activities program. Coordinated support with the other county school districts to bring curriculum adoptions into a common adoption as a means of enhanced professional development. Coordination of services for special education through the County SELPA. Coordination of mental health services. Enhanced menus for student nutrition. Transportation for students to and from school. Additional staffing for building and grounds and student cleanliness under the protections of the Williams Act. Second Language students are afforded additional services through our Language Star program, professional development in the program for

teachers to improve their designated and integrated ELD services to support our EL students. After-school tutoring and a Board adoption of a Seal of Bi-literacy to honor the progress of all students who are seeking to build skills in two languages especially those students who began as second language learners. Our District works with the county office of education and the foster youth program to support the students who may attend a Hamilton school in all the ways and methods as described above. When needed the District will provide special transportation or coordinate efforts for those student who need additional assistance through all the county resources or those we poses in our district. We have streamlined our nutrition and educational support in and out of the classroom to meet McKinney-Vento for all our students who qualify. The qualitative roles of our efforts will be captured by the increase in student support services through improving instruction. Our District saw a raise in scores on our CELDT testing for second language learners increasing proficiency in all three AMAO's by almost 10%. The efforts described above should see additional growth in our second language learners by another 3%. As stated above in the ELA goal, our District will focus on improving all students in ELA by 3%. With the efforts of the additional coaching, teaching staff, and classroom support aides, we anticipate that our most at-risk students, ELD, foster youth, and those with special needs will also see increases in ELA. District wide focus on mathematics will also be a priority over the next school year. Understanding that our district is 82.3% un-duplicated in the areas of low income, English language learners, RFEF and/or Foster Youth, our efforts will focus heavily on these student population groups.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Funding Sources	8,867,205.00	8,867,205.00	7,887,308.00	7,887,308.00	7,887,308.00	23,661,924.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	4,179,333.00	4,179,333.00	4,209,743.00	4,209,743.00	4,209,743.00	12,629,229.00
Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Other	3,637,775.00	3,637,775.00	2,531,404.00	2,531,404.00	2,531,404.00	7,594,212.00
Supplemental and Concentration	1,050,097.00	1,050,097.00	1,146,161.00	1,146,161.00	1,146,161.00	3,438,483.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	8,867,205.00	8,867,205.00	7,887,308.00	7,887,308.00	7,887,308.00	23,661,924.00
1000-1999: Certificated Personnel Salaries	3,240,660.00	3,240,660.00	3,283,463.00	3,283,463.00	3,283,463.00	9,850,389.00
2000-2999: Classified Personnel Salaries	890,751.00	890,751.00	961,826.00	961,826.00	961,826.00	2,885,478.00
3000-3999: Employee Benefits	1,455,962.00	1,455,962.00	1,538,956.00	1,538,956.00	1,538,956.00	4,616,868.00
4000-4999: Books And Supplies	710,151.00	710,151.00	372,480.00	372,480.00	372,480.00	1,117,440.00
5000-5999: Services And Other Operating Expenditures	1,141,827.00	1,141,827.00	981,075.00	981,075.00	981,075.00	2,943,225.00
6000-6999: Capital Outlay	361,000.00	361,000.00	171,000.00	171,000.00	171,000.00	513,000.00
7000-7439: Other Outgo	1,066,854.00	1,066,854.00	578,508.00	578,508.00	578,508.00	1,735,524.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	8,867,205.00	8,867,205.00	7,887,308.00	7,887,308.00	7,887,308.00	23,661,924.00
1000-1999: Certificated Personnel Salaries	Base	1,118,820.00	1,118,820.00	1,386,109.00	1,386,109.00	1,386,109.00	4,158,327.00
1000-1999: Certificated Personnel Salaries	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	1,537,336.00	1,537,336.00	1,115,920.00	1,115,920.00	1,115,920.00	3,347,760.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	584,504.00	584,504.00	781,434.00	781,434.00	781,434.00	2,344,302.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
2000-2999: Classified Personnel Salaries	Base	539,404.00	539,404.00	586,013.00	586,013.00	586,013.00	1,758,039.00
2000-2999: Classified Personnel Salaries	Other	307,171.00	307,171.00	344,167.00	344,167.00	344,167.00	1,032,501.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	44,176.00	44,176.00	31,646.00	31,646.00	31,646.00	94,938.00
3000-3999: Employee Benefits	Base	680,905.00	680,905.00	779,042.00	779,042.00	779,042.00	2,337,126.00
3000-3999: Employee Benefits	Other	571,260.00	571,260.00	486,833.00	486,833.00	486,833.00	1,460,499.00
3000-3999: Employee Benefits	Supplemental and Concentration	203,797.00	203,797.00	273,081.00	273,081.00	273,081.00	819,243.00
4000-4999: Books And Supplies	Base	110,224.00	110,224.00	129,667.00	129,667.00	129,667.00	389,001.00
4000-4999: Books And Supplies	Other	468,327.00	468,327.00	202,813.00	202,813.00	202,813.00	608,439.00
4000-4999: Books And Supplies	Supplemental and Concentration	131,600.00	131,600.00	40,000.00	40,000.00	40,000.00	120,000.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	702,273.00	702,273.00	769,551.00	769,551.00	769,551.00	2,308,653.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	353,534.00	353,534.00	191,524.00	191,524.00	191,524.00	574,572.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	86,020.00	86,020.00	20,000.00	20,000.00	20,000.00	60,000.00
6000-6999: Capital Outlay	Other	361,000.00	361,000.00	171,000.00	171,000.00	171,000.00	513,000.00
7000-7439: Other Outgo	Base	1,027,707.00	1,027,707.00	559,361.00	559,361.00	559,361.00	1,678,083.00
7000-7439: Other Outgo	Other	39,147.00	39,147.00	19,147.00	19,147.00	19,147.00	57,441.00

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).

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

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

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

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



Description	Resource Codes	Object Codes	2015-16 Unaudited Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	6,891,391.99	0.00	6,891,391.99	7,273,981.00	0.00	7,273,981.00	5.6%
2) Federal Revenue		8100-8299	51,488.36	250,088.96	301,577.32	0.00	295,891.00	295,891.00	-1.9%
3) Other State Revenue		8300-8599	502,531.06	409,555.05	912,086.11	266,848.00	371,262.00	638,110.00	-30.0%
4) Other Local Revenue		8600-8799	297,474.70	8,849.19	306,323.89	29,500.00	6,854.00	36,354.00	-88.1%
5) TOTAL REVENUES			7,742,886.11	668,493.20	8,411,379.31	7,570,329.00	674,007.00	8,244,336.00	-2.0%
<b>B. EXPENDITURES</b>									
1) Certificated Salaries		1000-1999	3,030,470.44	121,456.67	3,151,927.11	3,050,448.11	233,014.74	3,283,462.85	4.2%
2) Classified Salaries		2000-2999	613,743.47	283,284.01	897,027.48	665,544.48	296,281.89	961,826.37	7.2%
3) Employee Benefits		3000-3999	1,266,625.46	127,370.54	1,393,996.00	1,346,438.41	192,518.21	1,538,956.62	10.4%
4) Books and Supplies		4000-4999	280,372.91	76,879.26	357,252.17	265,784.00	106,696.00	372,480.00	4.3%
5) Services and Other Operating Expenditures		5000-5999	805,130.91	200,288.74	1,005,419.65	806,305.00	190,144.16	996,449.16	-0.9%
6) Capital Outlay		6000-6999	0.00	104,461.15	104,461.15	0.00	171,000.00	171,000.00	63.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	429,981.00	0.00	429,981.00	417,654.00	6,854.00	424,508.00	-1.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	(12,293.00)	12,293.00	0.00	0.0%
9) TOTAL EXPENDITURES			6,426,304.19	913,740.37	7,340,044.56	6,539,881.00	1,208,802.00	7,748,683.00	5.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>									
			1,316,581.92	(245,247.17)	1,071,334.75	1,030,448.00	(534,795.00)	495,653.00	-53.7%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	504,000.00	0.00	504,000.00	495,653.00	0.00	495,653.00	-1.7%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(466,584.76)	466,584.76	0.00	(534,795.00)	534,795.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(970,584.76)	466,584.76	(504,000.00)	(1,030,448.00)	534,795.00	(495,653.00)	-1.7%



Description	Resource Codes	Object Codes	2015-16 Unaudited Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			345,997.16	221,337.59	567,334.75	0.00	0.00	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,799,723.72	373,034.65	2,172,758.37	2,145,720.88	594,372.24	2,740,093.12	26.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,799,723.72	373,034.65	2,172,758.37	2,145,720.88	594,372.24	2,740,093.12	26.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,799,723.72	373,034.65	2,172,758.37	2,145,720.88	594,372.24	2,740,093.12	26.1%
2) Ending Balance, June 30 (E + F1e)			2,145,720.88	594,372.24	2,740,093.12	2,145,720.88	594,372.24	2,740,093.12	0.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	10,000.00	0.00	10,000.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	594,372.24	594,372.24	0.00	594,372.24	594,372.24	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	363,466.85	0.00	363,466.85	363,466.85	0.00	363,466.85	0.0%
Unassigned/Unappropriated Amount		9790	1,772,254.03	0.00	1,772,254.03	1,782,254.03	0.00	1,782,254.03	0.6%



<b>Resource</b>	<b>Description</b>	<b>2015-16 Unaudited Actuals</b>	<b>2016-17 Budget</b>
6230	California Clean Energy Jobs Act	199,792.25	199,792.25
6264	Educator Effectiveness	52,664.21	52,664.21
6300	Lottery: Instructional Materials	118,131.63	118,131.63
6387	Career Technical Education Incentive Grant Program	147,148.01	147,148.01
9010	Other Restricted Local	76,636.14	76,636.14
<b>Total, Restricted Balance</b>		<b>594,372.24</b>	<b>594,372.24</b>



Description	Resource Codes	Object Codes	2015-16 Unaudited Actuals	2016-17 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	10,695.00	0.00	-100.0%
3) Other State Revenue		8300-8599	197,993.95	194,030.00	-2.0%
4) Other Local Revenue		8600-8799	1,660.11	0.00	-100.0%
5) TOTAL, REVENUES			210,349.06	194,030.00	-7.8%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	49,122.75	49,394.88	0.6%
2) Classified Salaries		2000-2999	21,840.44	27,161.93	24.4%
3) Employee Benefits		3000-3999	27,424.88	34,091.53	24.3%
4) Books and Supplies		4000-4999	14,623.33	16,497.00	12.8%
5) Services and Other Operating Expenditures		5000-5999	5,564.64	15,268.66	174.4%
6) Capital Outlay		6000-6999	65,876.00	51,616.00	-21.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			184,452.04	194,030.00	5.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>					
			25,897.02	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%





Description	Resource Codes	Object Codes	2015-16 Unaudited Actuals	2016-17 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			25,897.02	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	178,828.11	204,725.13	14.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			178,828.11	204,725.13	14.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			178,828.11	204,725.13	14.5%
2) Ending Balance, June 30 (E + F1e)			204,725.13	204,725.13	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			26,969.97	26,969.97	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	177,755.16	177,755.16	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2015-16 Unaudited Actuals	2016-17 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	108,857.70	108,903.00	0.0%
4) Other Local Revenue		8600-8799	45.22	0.00	-100.0%
5) TOTAL, REVENUES			108,902.92	108,903.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	19,121.42	12,483.00	-34.7%
2) Classified Salaries		2000-2999	53,101.13	53,957.00	1.6%
3) Employee Benefits		3000-3999	27,676.79	28,755.00	3.9%
4) Books and Supplies		4000-4999	5,601.76	10,647.00	90.1%
5) Services and Other Operating Expenditures		5000-5999	3,401.90	3,061.00	-10.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			108,903.00	108,903.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>					
			(0.08)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2015-16 Unaudited Actuals	2016-17 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(0.08)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	2,159.05	2,158.97	0.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			2,159.05	2,158.97	0.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			2,159.05	2,158.97	0.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Expenditures					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	2,158.97	2,158.97	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2015-16 Unaudited Actuals	2016-17 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	389,951.86	320,000.00	-17.9%
3) Other State Revenue		8300-8599	33,480.90	25,000.00	-25.3%
4) Other Local Revenue		8600-8799	28,629.62	20,000.00	-30.1%
5) TOTAL, REVENUES			452,062.38	365,000.00	-19.3%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	137,532.91	139,267.00	1.3%
3) Employee Benefits		3000-3999	72,477.20	75,017.00	3.5%
4) Books and Supplies		4000-4999	212,990.48	141,816.00	-33.4%
5) Services and Other Operating Expenditures		5000-5999	6,937.21	8,900.00	28.3%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			429,937.80	365,000.00	-15.1%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>					
			22,124.58	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%





Description	Resource Codes	Object Codes	2015-16 Unaudited Actuals	2016-17 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			22,124.58	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	243,972.67	266,097.25	9.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			243,972.67	266,097.25	9.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			243,972.67	266,097.25	9.1%
2) Ending Balance, June 30 (E + F1e)			266,097.25	266,097.25	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	8,446.53	0.00	-100.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			229,108.98	237,555.51	3.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	28,541.74	28,541.74	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2015-16 Unaudited Actuals	2016-17 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	163.86	100.00	-39.0%
5) TOTAL, REVENUES			163.86	100.00	-39.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	153,176.96	50,000.00	-67.4%
5) Services and Other Operating Expenditures		5000-5999	338,907.03	395,753.00	16.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			492,083.99	445,753.00	-9.4%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(491,920.13)	(445,653.00)	-9.4%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	454,000.00	445,653.00	-1.8%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			454,000.00	445,653.00	-1.8%



Description	Resource Codes	Object Codes	2015-16 Unaudited Actuals	2016-17 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(37,920.13)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	215,551.10	177,630.97	-17.6%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			215,551.10	177,630.97	-17.6%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			215,551.10	177,630.97	-17.6%
2) Ending Balance, June 30 (E + F1e)					
			177,630.97	177,630.97	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Expenditures					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	177,630.97	177,630.97	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2015-16 Unaudited Actuals	2016-17 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	747.12	200.00	-73.2%
5) TOTAL, REVENUES			747.12	200.00	-73.2%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			747.12	200.00	-73.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	50,000.00	50,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			50,000.00	50,000.00	0.0%





Description	Resource Codes	Object Codes	2015-16 Unaudited Actuals	2016-17 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			50,747.12	50,200.00	-1.1%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	263,066.85	313,813.97	19.3%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			263,066.85	313,813.97	19.3%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			263,066.85	313,813.97	19.3%
2) Ending Balance, June 30 (E + F1e)					
			313,813.97	364,013.97	16.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Expenditures					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	313,813.97	364,013.97	16.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2015-16 Unaudited Actuals	2016-17 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	522.48	200.00	-61.7%
5) TOTAL REVENUES			522.48	200.00	-61.7%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			522.48	200.00	-61.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

