

Introduction:

LEA: Hamilton Unified School District **Contact (Name, Title, Email, Phone Number):** Charles Tracy, Superintendent, ctracy@hudschools.org, 530 826 3261 **LCAP Year:** 2014-2015

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, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>2015-2016 Goals 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). Winter 2015</p>	<p>The impact of the news letter was less desirable than the District had hoped. We anticipated greater responses to the news letter and hope to learn how to make this measure of communication work better for our district. Please note that the news letters are sent out both in English and Spanish.</p>
<p>The District held ELAC and DLAC meetings to inform parents of LCFF and the</p>	<p>This was the first year of ELAC and DLAC since the District unified in 2008.</p>

LCAP. Agendas were posted on the District website., DLAC Meeting was November 10, 2015, ELAC meetings were the first Friday of every month at the Elementary School. High School Held ELAC in conjunction

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. Monthly Hamilton Unified Leadership Team meetings (HULC), Second Tuesday of each month. Monthly emails and agenda postings are sent out to all staff and stakeholders.

At school Board meetings, budget and program planning regarding LCFF and LCAP was discussed. September 15, 2014, October 20, 2014,. November 17, 2014, April 13, 2015. Board agenda's are posted at each site, agenda is posted in the local news papers, on our web page and when requested given to anyone who would like an electronic or had copy of the agenda and board packets. Board packets/agendas are on line for all public review

A District, staff, and community Board workshop was held to seek input from all stakeholders on the eight critical areas for the LCAP. September 15, 2014,. All stake holders were invited via district web page, agendas, auto dialers, district and site news letters and personal invitation. Evidence are sign-in sheets each are held with the district board agenda/packet.

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. January 2015

These function prior to this was accomplished through the site council. The District coordination and continuation of the Unification process between Hamilton High School District and Hamilton Union Elementary School District into Hamilton Unified School District is still in process. During the 2016-2017 school year, the ELAC and DLAC 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.

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.

We have found greater participation of all stakeholders in our board meetings. We have grown over 300% in attendance of students, staff, union members, parents, community members and other interested persons. This is evident by participant sign in logs that are posted in the board packets contained on our district web page at www.husdschools.org

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 that are posted in the board packets contained on our district web page at www.husdschools.org

For the second year, we sent out a parent survey that contained questions on the 8 major areas of concern for the LCAP. This survey has and enticement for students to encourage their parents to fill them out and return them. The District sent out 712 surveys K-12 and received less then 20% of the survey's returned and filled out. The results was mixed between Conditions of Learning and Student Engagement. The most often comment was to improve facilities at the Elementary School, reduce combination classes and reduce the number of students in a single classroom at the elementary school. The District has used this information to improve Conditions of Learning by reorganizing the 6,7 and 8th grade into departmental classes with subject specific instruction. The implementation of corrective reading for reading intervention 3,4 and 5th grades and math support in all grades. Inclusion of the Professional Learning Model has been instituted and all but the newest staff members have been trained in the PLC model. Continued efforts on repairs and upgrades of the

A Stakeholder's Night was held in April 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 8, 2015, evidence is sign in sheets, completed LCAP questions placed on District Web page.

Meetings with the Superintendent to review LCAP progress October 13, December 1, 2014

Board Meetings reviews September 2014, October 2014 April 2015, June 15, public hearing for LCAP

Site Council Training's September 17, 2014

Monthly Parent Lunch Meetings, First Friday of each month that school is in session

District Advisory Committee November 3, 2014 and May 4, 2015

facilities are being done during the summer of 2015.

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. The District at the June 2015 meeting reviewed the questions asked of this group and will be shortly posting them on the district web page at www.husdschools.org.

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. several ideas were generated such as the parent lunch at the elementary school and that the library be more accessible to for parents and students who have limited access or connectivity issue with technology.

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 was also designed for the board to monitory and hear regular updates on the progress of the district as it related to all areas of student/school needs. Stakeholders were informed of these meetings through District Calendar, site and district news letters, auto dialer and personal invitations

The District held a site council training for all members of the three district schools. The impact of this training was to help the members of the school's site councils to help support the LCAP goals. While state money as we once knew it is no longer a site council responsibility, Supplemental and Concentration grants have impact on learning at all levels. The district has chosen to fund teaching and classified positions with this funds that most likely has an impact on the LCAP goals for student engagement and learning. Site council members were invited to attend via the site principals

The Elementary School has begun a monthly parent lunch where various speakers and school wide information is disseminated to parents. Guidance from parental input and involvement has help the school site make recommendations for improving instructional practices within the school. Stakeholders were informed of these meetings through District Calendar, site and district news letters, auto dialer and personal invitations

Hamilton Elementary School is considered in program improvement under

Formation of a separate ELAC Committee for the Elementary School, January 2015

District DLAC (District Language Advisory Committee) November 3, 2014 and April 27, 2015

Auto Dialer, Site and District News Letters, District Website and communications as needed

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

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

The District unified in 2008 and through that unification process, the elementary school had used their site council to also serve as their English Learner Advisory Committee. During the 2014-2015, parents voted to have this function separate from the Site Council and has formed their own ELAC. 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

The District 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 DLAC 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.

The District has included all members of these groups through district communications and invitations. The district receives updated list 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 and district website and calendar. Parent representatives to the county special education steering committee has been appointed by the school board. Union leadership

<p>DATA review</p>	<p>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.</p> <p>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 two years ago, the availability of assessment district-wide is limited. During the same time, the district purchased EDAMS 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 CAASPE Tests that are also being beta tested by the State of California as replacement of the CST tests that has sunset. The district did find the following information and shared it throughout our board/LCAP meeting: California High School EXIT Exam results demonstrated that 88% of our 10th graders passed the English test and 94% passed Mathematics. CLDT Scores have increase each of the last two years by 8% in all areas of fluency. Some local assessments have been shared at our Elementary District Advisory Committee meetings in October 2014 and May 2015.</p>
<p>Annual Update: 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).</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>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>At school Board meetings, budget and program planning regarding LCFF and</p>	<p>Annual Update: 2014-2015 Impact plan:</p> <p>Informed stakeholders about LCFF, LCAP, and the plan process, and invited them to participate in the process.</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. Stakeholders were informed of the workshop date.</p> <p>Informed stakeholders about LCFF, LCAP, and the plan process, and invited them to participate in the process.</p> <p>Informed stakeholders about LCFF, LCAP, and the plan process, and invited</p>

LCAP was discussed.

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

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.

A Parent Night was held in May to offer a final opportunity for parents to participate in the LCAP process

ELD/ELA goals of improving designation by 5%

Board meetings for monitoring LCAP Progress

Review of draft goals for the LCAP

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.

Information to drive the LCAP. At this meeting parents supplied questions regarding the LCAP priorities from which the Superintendent created a written response document that has been 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. Parents provided information in the workshop regarding the need for tutoring, professional development, additional staffing, supervision of students, and facilities needs were addressed in preparation for the writing of the LCAP.

Information to drive the LCAP was sought from the survey that was sent home to parents and community members. An incentive was offered to students to return completed surveys to their respective schools. From the survey, we learned that the priorities of staffing, professional development, tutoring, supervision, and facilities were still very much the priorities of our community.

Additional information to drive the LCAP. Parents and other stakeholders participated and added additional questions about District priorities. The Superintendent added these to his written response document, which was shared out at a Board meeting and posted to the District website. Again, stakeholders helped to further refine how the LCAP priorities and goals were shaped.

IMPACT ON LCAP: 2014-2015 What did we do to improve our schools: (Financial, Changes of Goals, What we did or didn't do) The impact for the district was the abilities to formulate the PLC process at both sites. The elementary created grade level pods and a site leadership team. The impact on small assessments in ELD, ELA and math showed modest growth of at least 3%. While the District was looking for 5%, not all the measures at the beginning of the school year were in place to accurately monitor student achievement.

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

The District sponsored 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

District Advisory Committee

learning. Input was sought and results of a workshop on December 1, 2014 was posted on the District Web Page. The input is being used to insure that all students learn at the correct level and that expenditures and resources are being accomplished as planned.

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	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.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Identified Need :	70% of the teachers in Hamilton Unified School District are assigned according to NCLB. Currently all students have the most current curriculum adopted by the State of California in ELA and Mathematics. The District will need to work towards adoption of Social Science and Science once the State completes its adoption list. Broaden the options for learning through additional electives for all students. Include support for special populations such as English Learner, Special Education, GATE and socio-economically disadvantaged students. District needs to expand classified support for all students to enhance learning. The need for additional District facilities to insure enough classroom space is provided to students to enhance learning.
-------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Goal Applies to:	Schools:	Hamilton Elementary School, Hamilton High School, Ella Barkley High School and Hamilton Community Day.
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	By the end of 2015-16 the District goal will be to have 75% of our teachers highly qualified in compliance with NCLB. Adopt Social Science and Science materials when the State of California completes its adoption cycles. 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. District to provide expanded services for all students to insure 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 Add classified staff to insure that buildings, grounds, and in classroom support are adequate to meet the needs of student learning at a minimum of one FTE. The District needs to add instructional spaces for students to insure 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.
--------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	PreK-12 grades	<input checked="" type="checkbox"/> All OR:	1000-1999: Certificated Personnel Salaries Base 781486
		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	3000-3999: Employee Benefits Base 272144 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 220932 3000-3999: Employee Benefits Supplemental and Concentration 75263

		_ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Other 354179 3000-3999: Employee Benefits Other 130274
Special Education, contracted services with Glenn County Office of Education, and NPS.	PreK-12th Grade	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7000-7439: Other Outgo Base 196968 7000-7439: Other Outgo Other 17616
District will add supplies, books, materials and other instructional supplies needed to maintain instruction in the classroom and to maintain facilities to insure a safe and secure learning environment.	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 Base 45272 4000-4999: Books And Supplies Supplemental and Concentration 83970 4000-4999: Books And Supplies Other 205888
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.	PreK-12th Grade	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Base 242732 3000-3999: Employee Benefits Base 125038 2000-2999: Classified Personnel Salaries Supplemental and Concentration 19879 3000-3999: Employee Benefits Supplemental and Concentration 5000 2000-2999: Classified Personnel Salaries Other 135960 3000-3999: Employee Benefits Other 35350
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	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 304766 6000-6999: Capital Outlay Other 63000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 67500 5000-5999: Services And Other Operating Expenditures Other 69014

Consulting and support services to enhance training and expertise of certificated and classified personnel.	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)	
-------------------------------------------------------------------------------------------------------------	-----------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	By the end of 2016-17the District goal will be to have 85% of our teachers highly qualified in compliance with NCLB. Adopt Social Science and Science materials when the State of California completer's its adoption cycles. 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 the elementary school and one for the high school. District to provide expanded services for all students to insure 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 Add classified staff to insure that buildings, grounds and in classroom support are adequate to meet the needs of student learning. At a minimum of one FTE The District needs to add instructional spaces for students to insure students achieve at or above proficiency. A minimum of one teaching space at HHS and one at HES. Ella Barkley HS needs office space for administrative oversight and curriculum development for alternative education.
--------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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 and make changes in 2016-17 if needed.	PreK-12 grades	<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 Base 781486 3000-3999: Employee Benefits Base 272144 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 220932 3000-3999: Employee Benefits Supplemental and Concentration 75263 1000-1999: Certificated Personnel Salaries Other 354179 3000-3999: Employee Benefits Other 130274
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	7000-7439: Other Outgo Base 196968 7000-7439: Other Outgo Other 17616

		English proficient Other Subgroups: (Specify)	
District will add supplies, books, materials and other instructional supplies needed to maintain instruction in the classroom and to maintain facilities to insure 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 English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies Base 45272 4000-4999: Books And Supplies Supplemental and Concentration 83970 4000-4999: Books And Supplies Other 205888
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.	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 Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Base 242732 3000-3999: Employee Benefits Base 125038 2000-2999: Classified Personnel Salaries Supplemental and Concentration 19879 3000-3999: Employee Benefits Supplemental and Concentration 5000 2000-2999: Classified Personnel Salaries Other 135960 3000-3999: Employee Benefits Other 35350
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 English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 304766 6000-6999: Capital Outlay Other 63000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 67500 5000-5999: Services And Other Operating Expenditures Other 69014
Consulting and support services to enhance training and expertise of certificated and classified personnel	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 Other Subgroups: (Specify)	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes: By the end of 2017-18 the District goal will be to have 90% of our teachers highly qualified in compliance with NCLB. Adopt Social Science and Science materials when the State of California completer's its adoption cycles. 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 the elementary school and one for the high school. District to provide expanded services for all students to insure 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 Add classified staff to insure that buildings, grounds and in classroom support are adequate to meet the needs of student learning. At a minimum of one FTE The District needs to add instructional spaces for students to insure students achieve at or above proficiency. A minimum of one teaching space at HHS and one at HES. Ella Barkley HS needs office space for administrative oversight and curriculum development for alternative education.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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 2016-2017 school year and make changes as necessary for 2017-2018 school year	PreK-12 grades	<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 Base 781486 3000-3999: Employee Benefits Base 272144 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 220932 3000-3999: Employee Benefits Supplemental and Concentration 75263 1000-1999: Certificated Personnel Salaries Other 354179 3000-3999: Employee Benefits Other 130274
Special Ed, contracted services with county office, NPS	PreK-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	7000-7439: Other Outgo Base 196968 7000-7439: Other Outgo Other 17616
District will add supplies, books, materials and other instructional supplies needed to maintain instruction in the classroom and to maintain facilities to insure a safe and secure learning environment.	PreK-12th grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth	4000-4999: Books And Supplies Base 45272 4000-4999: Books And Supplies Supplemental and Concentration 83970 4000-4999: Books And Supplies Other 205888

		Redesignated fluent English proficient Other Subgroups: (Specify)	
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.	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 Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Base 242732 3000-3999: Employee Benefits Base 125038 2000-2999: Classified Personnel Salaries Supplemental and Concentration 19879 3000-3999: Employee Benefits Supplemental and Concentration 5000 2000-2999: Classified Personnel Salaries Other 135960 3000-3999: Employee Benefits Other 35350
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: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 304766 6000-6999: Capital Outlay Other 63000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 67500 5000-5999: Services And Other Operating Expenditures Other 69014
Consulting and support services to enhance training and expertise of certificated and classified personnel	PreK-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	

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

GOAL 2:	<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 possible 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 gradating 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>
----------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Identified Need :	<p>Currently, 93.5 % of students passed the Mathematics CAHSEE test. The District wishes continue this trend but because of the recent legislation discontinuing the CAHSEE will limit the District Measure. The District will discuss an alternative internal measure for both ELA and Math for our 10th grade students. Currently 87.87% passed the ELA CAHSEE test, The District wishes continue this trend but because of the recent legislation discontinuing the CAHSEE will limit the District Measure: The District will discuss an alternative internal measure for both ELA and Math for our 10th grade students. An average of District ELD students are 57% proficient in Listening skills, 65% in Speaking Skills, 56% in reading skills 55.9% in writing skills: The District wishes to raise student performance on CELDT by 3% annually The Hamilton High School graduation rate as of 2012-2013 is 98.8%: Maintain the graduation and promotion rate at or above 95%. 8th Grade promotion rate is at 97.9% for the 2013-2014 school year: Maintain the graduation and promotion rate at or above 95%. Hamilton High School is in NCLB safe harbor: Maintain status until a new measure is approved by the state legislature. Once adopted, the District wishes to move toward proficiency at or above 5% annually. Hamilton Elementary School is in program improvement under guidance of a District Advisory Committee. Continue progress and semi annual reports demonstrating overall student progress by 5% in all core academic areas.</p>
--------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Goal Applies to:	<p>Schools: All Schools in District</p> <hr style="border-top: 1px dashed black;"/> <p>Applicable Pupil Subgroups: All students</p>
-------------------------	-------------------------------------------------------------------------------------------------------------------------------------

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<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>
---------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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.	Prek-12th Grade	<u>X</u> All OR: -----	4000-4999: Books And Supplies Supplemental and

<p>Provide for capital outlay needs to support staff and students to achieve goals.</p>		<p><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>Concentration 55980 4000-4999: Books And Supplies Base 30181 4000-4999: Books And Supplies Other 137258 6000-6999: Capital Outlay Other 42000</p>
<p>Maintain certificated and classified staffing levels as a means to achieve goals.</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 147288 1000-1999: Certificated Personnel Salaries Base 520991 1000-1999: Certificated Personnel Salaries Other 236120 2000-2999: Classified Personnel Salaries Supplemental and Concentration 13253 2000-2999: Classified Personnel Salaries Base 161821 2000-2999: Classified Personnel Salaries Other 90640 3000-3999: Employee Benefits Supplemental and Concentration 53509 3000-3999: Employee Benefits Base 264788 3000-3999: Employee Benefits Other 110416</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><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 45000 5000-5999: Services And Other Operating Expenditures Base 203177 5000-5999: Services And Other Operating Expenditures Other 46009</p>
<p>Special Education, NPS, other services from Glenn County Office Of Education.</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 Other 11744 7000-7439: Other Outgo Base 131312</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Improve 10th Grade Censes by 3% in the 2016-2017 school year
 Improve ELD proficiency on all test by 3%
 Maintain the graduation rate above 95% for the HS.
 Maintain the promotion rate for the Elementary School above 95%
 Improve the NCLB status of both schools by student achievement by 3% as measured through site benchmark assessments at the 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 HS MS improvement model.

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: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 55980 4000-4999: Books And Supplies Base 30181 4000-4999: Books And Supplies Other 137258 6000-6999: Capital Outlay Other 42000
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 147288 1000-1999: Certificated Personnel Salaries Base 520991 1000-1999: Certificated Personnel Salaries Other 236120 2000-2999: Classified Personnel Salaries Supplemental and Concentration 13253 2000-2999: Classified Personnel Salaries Base 161821 2000-2999: Classified Personnel Salaries Other 90640 3000-3999: Employee Benefits Supplemental and Concentration 53509 3000-3999: Employee Benefits Base 264788 3000-3999: Employee Benefits Other 110416
Maintain Services and Operations as a means to achieve goals; including School-Wide Intervention Programs as a means to achieve goals.	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 45000

		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 203177 5000-5999: Services And Other Operating Expenditures Other 46009
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 11744 7000-7439: Other Outgo Base 131312

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<p>Improve 10th Grade Censes by 3% in the 2017-2018 school year</p> <p>Improve ELD proficiency on all test by 3%</p> <p>Maintain the graduation rate above 95% for the HS.</p> <p>Maintain the promotion rate for the Elementary School above 95%</p> <p>Improve the NCLB status of both schools by student achievement by 3% as measured through site benchmark assessments at the Elementary School. The High School will develop benchmark assessments in Math and English for Grades 9 and 10</p> <p>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 HS MS improvement model.</p>
--------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 55980 4000-4999: Books And Supplies Base 30181 4000-4999: Books And Supplies Other 137258 6000-6999: Capital Outlay Other 42000

<p>Maintain certificated and classified staffing levels as a means to achieve goals.</p>	<p>Pre K-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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 147288 1000-1999: Certificated Personnel Salaries Base 520991 1000-1999: Certificated Personnel Salaries Other 236120 2000-2999: Classified Personnel Salaries Supplemental and Concentration 13253 2000-2999: Classified Personnel Salaries Base 161821 2000-2999: Classified Personnel Salaries Other 90640 3000-3999: Employee Benefits Supplemental and Concentration 53509 3000-3999: Employee Benefits Base 264788 3000-3999: Employee Benefits Other 110416</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><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 Supplemental and Concentration 45000 5000-5999: Services And Other Operating Expenditures Base 203177 5000-5999: Services And Other Operating Expenditures Other 46009</p>
<p>Special Ed, NPS, other services from county office</p>	<p>Pre K-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>7000-7439: Other Outgo Other 11744 7000-7439: Other Outgo Base 131312</p>

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

GOAL 3:	Engagement: District to improve parent participation, community input and student engagement through inclusion of all stakeholders in the learning process.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
---------	-------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Identified Need :	Increase parent involvement in all facets of District processes supporting learning for all students by utilizing surveys, parent meetings before school, at lunch, and after school. Teacher Parent academic teams Attendance rates are above 98% for all students K-12, continue to maintain high attendance rates. District enjoys a safe environment where student suspensions are low and expulsions are largely non-existent 3% of our students drop out of school and we less than 2% annually
-------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Students
------------------	----------------------	------------------------------------------

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase parental involvement in all areas of the school by 3%, sign in sheets and completed surveys Creation of teacher-parent academic teams: measured by sign in sheets, number of teachers creating teams (at least two at Hamilton Elementary School). Maintain attendance rates above 95% at both schools as measured by CBEDS and P-reports Maintain a safe environment for all students as measured by end of the year CALPADS report on suspension/expulsions, less than 1% annually Work toward a 100% drop out rate for all district schools, as measured by the annual CALPADS report on drop out rates.
--------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain services and operations to achieve goals; including supplies and facility 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 English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 37500 5000-5999: Services And Other Operating Expenditures Base 169314 5000-5999: Services And Other Operating Expenditures Other 38341 6000-6999: Capital Outlay Other 35000
Maintain staffing levels as a means to achieve goals,	Pre K-	<input checked="" type="checkbox"/> All	1000-1999: Certificated Personnel Salaries Supplemental

<p>including school-wide interventions.</p>	<p>12th Grade</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>and Concentration 122740 1000-1999: Certificated Personnel Salaries Base 434159 1000-1999: Certificated Personnel Salaries Other 196766 2000-2999: Classified Personnel Salaries Supplemental and Concentration 11044 2000-2999: Classified Personnel Salaries Base 134851 2000-2999: Classified Personnel Salaries Other 75534 3000-3999: Employee Benefits Supplemental and Concentration 44591 3000-3999: Employee Benefits Supplemental and Concentration 220657 3000-3999: Employee Benefits Other 92014</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>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>4000-4999: Books And Supplies Supplemental and Concentration 46650 4000-4999: Books And Supplies Base 25151 4000-4999: Books And Supplies Other 114382</p>
<p>Special Education, NPS, Glenn County Office of Education 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>	<p>7000-7439: Other Outgo Base 109427 7000-7439: Other Outgo Other 9787</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<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 the Elementary school.</p> <p>Maintain attendance rates above 95% at both schools as measured by CBEDS and P-reports</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 100% drop out rate for all district schools, as measured by the annual CALPADS report on drop out rates.</p>
--------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain services and Operations to achieve goals; including supplies and facility 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 English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 37500 5000-5999: Services And Other Operating Expenditures Base 169314 5000-5999: Services And Other Operating Expenditures Other 38341 6000-6999: Capital Outlay Other 35000
Maintain staffing levels as a means to achieve goals, including school-wide interventions.	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)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 122740 1000-1999: Certificated Personnel Salaries Base 434159 1000-1999: Certificated Personnel Salaries Other 196766 2000-2999: Classified Personnel Salaries Supplemental and Concentration 11044 2000-2999: Classified Personnel Salaries Base 134851 2000-2999: Classified Personnel Salaries Other 75534 3000-3999: Employee Benefits Supplemental and Concentration 44591 3000-3999: Employee Benefits Supplemental and Concentration 220657 3000-3999: Employee Benefits Other 92014
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	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	4000-4999: Books And Supplies Supplemental and Concentration 46650 4000-4999: Books And Supplies Base 25151

classrooms.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies Other 114382
Special Ed, NPS, county office services and support.	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 Other Subgroups: (Specify)	7000-7439: Other Outgo Base 109427 7000-7439: Other Outgo Other 9787

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Increase parental involvement in all areas of the school by 3%, sign in sheets and completed surveys Creation of Teacher Parent academic teams- Measured by sign in sheets, number of teachers creating teams at least two at the Elementary school. Maintain attendance rates above 95% at both schools as measured by CBEDS and P-reports Maintain a safe environment for all students as measured by end of the year CALPADS report on suspension/expulsions, less then 1% annually Work toward a 100% drop out rate for all district schools, as measured by the annual CALPADS report on drop out rates.
--------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain services and Operations to achieve goals; including supplies and facility 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 English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 37500 5000-5999: Services And Other Operating Expenditures Base 169314 5000-5999: Services And Other Operating Expenditures Other 38341 6000-6999: Capital Outlay Other 35000
Maintain staffing levels as a means to achieve goals, including school-wide interventions.	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 122740

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 434159 1000-1999: Certificated Personnel Salaries Other 196766 2000-2999: Classified Personnel Salaries Supplemental and Concentration 11044 2000-2999: Classified Personnel Salaries Base 134851 2000-2999: Classified Personnel Salaries Other 75534 3000-3999: Employee Benefits Supplemental and Concentration 44591 3000-3999: Employee Benefits Supplemental and Concentration 220657 3000-3999: Employee Benefits Other 92014
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.	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)	4000-4999: Books And Supplies Supplemental and Concentration 46650 4000-4999: Books And Supplies Base 25151 4000-4999: Books And Supplies Other 114382
Special Ed, NPS, county office services and support.	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 Other Subgroups: (Specify)	7000-7439: Other Outgo Base 109427 7000-7439: Other Outgo Other 9787

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Improve English Language Arts in all grades by 5%.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Hamilton Elementary School Hamilton High School		
	Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	District benchmarks. Work with the Chico Writing Project to help teachers develop teaching and learning strategies that will improve writing exponentially in each grade level.	Actual Annual Measurable Outcomes: Improve student learning as measured by local assessments, grade reports and state testing if available	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase bridge materials as needed to address student learning needs for Common Core ELA instruction.	Books, materials, and supplies 4000-4999: Books And Supplies Other 10000	The District purchased bridge materials that supported the current ELA Adoption known as Treasures. As reported by Staff at the District Advisory Committee Monitory meeting May 4, 2015 reporting that 35% of all 5th grade students had significant increase above the 5% improvement in ELA as demonstrated on the district Benchmark tests. 7.2% increase.	Books, materials, and supplies 4000-4999: Books And Supplies Other 10000
Scope of Service		Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide management, oversight, and coordination of professional development and collaboration opportunities.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base 10000</p>	<p>The District hired an English Teacher to service 6,7 and 8th grade students The District also hired a Social Studies Content Specialist for 6,7 and 8th grade. District moved personnel to support classroom music and art grades k-8.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base 10000</p>
<p>Scope of Service</p> <hr/> <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> <hr/> <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>Provide professional development in curricular areas and assist with developing writing strategies K-12.</p>	<p>Consultant fees, training 5000-5999: Services And Other Operating Expenditures Other 10000</p>	<p>The District has provided staff with specific training at the elementary level with Treasure's ELA curriculum provided by the Glenn County Superintendent of Schools.</p> <p>12 Teachers are in a writing institute that is provided by California State University Chico Writing Project.</p> <p>All district teachers received in-service training during a minimum day where they learned how to incorporate writing strategies within their respective teaching disciplines.</p> <p>Formation of a Common Core Cadre was created by the district where teacher leaders have been training on</p>	<p>Consultant fees, training 5000-5999: Services And Other Operating Expenditures Other 10000</p>

		<p>how to lead instruction as peer coaches. The CCC will focus on close reading strategies and work with teachers K-12 to accomplish this district goal.</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide after-school tutoring.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Concentration 5000</p>	<p>Through collaboration and contract negotiation, the District and certificated unit created time during the school day for intervention. Hamilton High School has Braves Time and Hamilton Elementary School has Wolf Time. In each model students can consult with their respective teachers to get help or enrich learning in all subjects.</p> <p>Hamilton Elementary School does provide tutoring over and above wolf time two days per week.</p> <p>Hamilton High School teachers set tutoring times individually with their students before school, during lunch and after school in addition to Brave Time.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Concentration 5000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	

<ul style="list-style-type: none"> <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) 		<ul style="list-style-type: none"> <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>Collaboration time for grade-level partners and subject-specific teachers.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base 40000</p>	<p>The District has provided staff with specific training at the elementary level with Treasure's ELA curriculum provided by the Glenn County Superintendent of Schools. 12 Teachers are in a writing institute that is provided by California State University Chico Writing Project. All district teachers received in-service training during a minimum day where they learned how to incorporate writing strategies within their respective teaching disciplines. Formation of a Common Core Cadre was created by the district where teacher leaders have been training on how to lead instruction as peer coaches. The CCC will focus on close reading strategies and work with teachers K-12 to accomplish this district goal.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base 40000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Collaboration time for grade-level</p>	<p>1000-1999: Certificated Personnel</p>	<p>Through the PLC district focus provides</p>	<p>1000-1999: Certificated Personnel</p>

<p>partners and subject-specific teachers.</p>	<p>Salaries Base 0</p>	<p>specific times weekly for grade-level pods to meet and collaborate on lesson planning, testing data sharing, and best practices. Accountability has been provided by work product and pod reports to the site PLC leadership. The district has monitored progress of the school through the District Advisory Committee twice year monitoring meetings where the public is invited to hear the report and progress of the school</p>	<p>Salaries Base 0</p>
<p>Scope of Service</p> <hr/> <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> <hr/> <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>Goal 1 Improve English Language Arts by 5% will be inclusive in 2015-2016 school year goal "Pupil Outcomes" The improvement sought by staff and community will be inclusive within this single goal.</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.

Original GOAL 2 from prior year LCAP:	Improve Mathematics in all grades by 5%.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Hamilton Elementary School Hamilton High School Ella Barkley High School		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	The District in concert with the County Office of Education will examine new text adoptions and continue its work in PLC with guidance from the California State University, Chico.		Actual Annual Measurable Outcomes:	Adoption of core curriculum Pre K-12th Grade Measure through student achievement through local assessments, grade reports and state testing if available
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Purchase math adoption materials.	Books, materials and supplies 4000-4999: Books And Supplies Other 10000		The District has purchased math materials for middle school and for subject areas of integrated math at the high school level. The high school in cooperation with the majority of Glenn County Schools purchased College Prep Math Or CPM. At grade levels above 3 grade, the district has adopted Every Day Math. Currently we are in the adoption of another program for the lower grades and should be available for the 2015-2016 school year	Books, materials and supplies 4000-4999: Books And Supplies Other 10000

<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide management, oversight, and coordination of professional development and collaboration opportunities.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base 10000</p>	<p>Many of our math teachers and elementary school teachers are enrolled and working with the Chico Math Project. Many of these teachers have attended the summer institute the last two years to learn how to integrate common core standard in math along with training throughout the school year where they receive stipends as a means to accomplish this work outside their contract time.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base 10000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide professional development in curricular areas and assist with development of instructional strategies for mathematics K-12.</p>	<p>Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures Other 10000</p>	<p>We have an on-site math consultant in a District Teacher On Special Assignment (TOSA) This person leads the district professional development by working with the County Math Content Specialist and other consultants from text book providers to insure that teachers receive math support and PD.</p>	<p>Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures Other 10000</p>

		<p>The District reported at the District Board Meeting May, 18, 2015 that all seniors of the graduating Class of 2015 passed the Math and English California High School Exit exam.</p> <p>It was also reported that the 10th grade students scored as follows:</p> <p>65 student tested for math. 93.85% passed math gain of 4.5% from the prior year</p> <p>66 student tested in ELA. 87.87 passed a gain of 6.87% over prior school year.</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide after-school tutoring.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Concentration 5000</p>	<p>Hamilton Elementary School and Hamilton High school have created in the day intervention time where students can consult with their teachers and work to improve their learning.</p> <p>Hamilton High School also has before school, at lunch and after school intervention times</p> <p>Hamilton Elementary school has two days weekly set for after school tutoring. These days are clearly</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Concentration 5000</p>

		communicated to parents through news letters and other communications.	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Collaboration time for grade-level partners and subject-specific teachers.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base 40000</p>	<p>Grade level PLC time is set up weekly at both the high school and elementary school. The high school collaborates every Monday and the elementary on Thursday.</p> <p>The district provides four days of teacher in-service, one of which is a county wide common core collaboration time. In addition to the four days of in-service we also provide 8 minimum days where vertical collaboration is accomplished.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base 40000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Collaboration time for grade-level</p>	<p>1000-1999: Certificated Personnel</p>	<p>Through the PLC Process, a</p>	<p>1000-1999: Certificated Personnel</p>

<p>partners and subject-specific teachers.</p>	<p>Salaries Other 5000</p>	<p>partnership with the Chico Math Project and weekly collaborations, grade-level/subject-specific work product and minutes will serve as monitoring.</p>	<p>Salaries Other 5000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Management, oversight, and coordination of professional development and collaboration opportunities.</p>	<p>1000-1999: Certificated Personnel Salaries Other 5000</p>	<p>The District has provided staff with specific training at the elementary level with Treasure's ELA curriculum provided by the Glenn County Superintendent of Schools. 12 Teachers are in a writing institute that is provided by California State University Chico Writing Project. All district teachers received in-service training during a minimum day where they learned how to incorporate writing strategies within their respective teaching disciplines. Formation of a Common Core Cadre was created by the district where teacher leaders have been training on how to lead instruction as peer coaches. The CCC will focus on close reading strategies and work with teachers K-12 to accomplish this district goal.</p>	<p>1000-1999: Certificated Personnel Salaries Other 5000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>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>Provide professional development in curricular areas and assist with development of instructional strategies for mathematics K-12.</p>	<p>5000-5999: Services And Other Operating Expenditures Other 5000</p>	<p>Chico Math Project, PLC, District and Site Leadership The District has provided staff with specific training at the elementary level with Treasure's ELA curriculum provided by the Glenn County Superintendent of Schools. 12 Teachers are in a writing institute that is provided by California State University Chico Writing Project. All district teachers received in-service training during a minimum day where they learned how to incorporate writing strategies within their respective teaching disciplines. Formation of a Common Core Cadre was created by the district where teacher leaders have been training on how to lead instruction as peer coaches. The CCC will focus on close reading strategies and work with teachers K-12 to accomplish this district goal.</p>	<p>5000-5999: Services And Other Operating Expenditures Other 5000</p>
<p>Scope of Service</p> <hr/> <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> <hr/> <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>Provide after-school tutoring.</p>	<p>1000-1999: Certificated Personnel Salaries Other 5000</p>	<p>through collaboration and contract negotiation, the district and certificated unit created time during the school day for intervention. The high school has Braves Time and the Elementary has Wolf Time. In each model students can consult with their respective teachers to get help or enrich learning in all subjects. The Elementary school does provide tutoring over and above wolf time two days per week. The High school teachers set tutoring times individually with their students before school, during lunch and after school in addition to Brave Time.</p>	<p>1000-1999: Certificated Personnel Salaries Other 5000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Collaboration time for grade-level partners and subject-specific teachers.</p>	<p>1000-1999: Certificated Personnel Salaries Other 5000</p>	<p>Through the PLC district focus provides specific times weekly for grade-level pods to meet and collaborate on lesson planning, testing data sharing, and best practices. Accountability will be provided by work product and pod reports to the site PLC leadership.</p>	<p>1000-1999: Certificated Personnel Salaries Other 5000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p>	

<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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>Goal Two will be incorporated into new goal one, Pupil Outcomes in the 2015-2016 school year</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.

Original GOAL 3 from prior year LCAP:	Improve English Language Proficiency Levels by 10%.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Hamilton Elementary School Hamilton High School Ella Barkley High School		
	Applicable Pupil Subgroups:	All Students		
Expected Annual Measurable Outcomes:	Teachers will receive the last section of training during the in-service at the beginning of the 2014-2015 school year.		Actual Annual Measurable Outcomes:	On-going staff development in second language instructional strategies. Measured by SD logs and materials, student achievement, CELDT scores and state testing if available.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide professional development for teachers to obtain the final methods for teaching "Language Star."	Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures Other 10000		The district used this area of the goal to assist with implementation of the Language Star program. 2014-2015 is the last year we will utilize the consultants as we have successfully implemented and built the internal capacity to accomplish the support of our ELD learning goals and meet our Title III requirements.	Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures Other 10000
Scope of Service			Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Support an ELD on-staff coach.</p>	<p>Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures Other 10000</p>	<p>This area of the goal is retired as of the end of the 2014-2015 school year.</p>	<p>Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures Other 10000</p>
<p>Scope of Service</p> <hr/> <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> <hr/> <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>Provide after-school tutoring.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Concentration 10000</p>	<p>Tutoring is accomplished through in the day intervention built into the master schedule at both schools.</p> <p>Students also receive after school tutoring at Hamilton High School before school, after school, and at lunch.</p> <p>Hamilton Elementary School students are provided after school tutoring twice weekly.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Concentration 10000</p>
<p>Scope of Service</p> <hr/> <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> <hr/> <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>Collaboration time for grade-level partners and subject-specific teachers.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base 40000</p>	<p>Through the PLC process, district in-service days and minimum days provide teachers time to collaborate and build capacity to assist our ELD students.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base 40000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide professional development for teachers to obtain the final methods for teaching "Language Star."</p>	<p>5000-5999: Services And Other Operating Expenditures Concentration 5000</p>	<p>On going PD throughout the year. In Classroom coaching by staff who are specially trained in the Language Star Methods and from the CCC.</p>	<p>5000-5999: Services And Other Operating Expenditures Concentration 5000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Support an ELD on-staff coach.</p>	<p>5000-5999: Services And Other Operating Expenditures Concentration 5000</p>	<p>On going PD throughout the year. In Classroom coaching by staff who are specially trained in the Language Star Methods and from the CCC.</p>	<p>5000-5999: Services And Other Operating Expenditures Concentration 5000</p>
<p>Scope of Service</p> <hr/>		<p>Scope of Service</p> <hr/>	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Provide after-school tutoring.</p>	<p>1000-1999: Certificated Personnel Salaries Concentration 5000</p>	<p>Tutoring is accomplished through in the day intervention built into the master schedule at both schools.</p> <p>Students also receive after school tutoring at the HS before school, after school and at lunch</p> <p>The elementary students are provided after school tutoring after school two time weekly.</p>	<p>1000-1999: Certificated Personnel Salaries Concentration 5000</p>
<p>Scope of Service</p>		<p>Scope of Service</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Collaboration time for grade-level partners and subject-specific teachers.</p>	<p>1000-1999: Certificated Personnel Salaries Other 5000</p>	<p>Through the PLC district focus provides specific times weekly for grade-level pods to meet and collaborate on lesson planning, testing data sharing, and best practices. Accountability will be provided by work product and pod reports to the site PLC leadership.</p>	<p>1000-1999: Certificated Personnel Salaries Other 5000</p>
<p>Scope of Service</p>		<p>Scope of Service</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)		<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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	2014-2015 Goal 3 ELD will be contained into the 2015-2016 goal "Pupil Outcomes."		

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

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

Original GOAL 4 from prior year LCAP:	Increase teacher collaboration through a Professional Learning Model. Increase teacher in-service regarding integration of technology and sharing of best practices through model lesson and common planning of lessons at grade or subject matter.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify									
Goal Applies to:	Schools: Hamilton Elementary School Hamilton High School Ella Barkley High School Applicable Pupil Subgroups:										
Expected Annual Measurable Outcomes:	Work product at grade level, school level, and subject specific courses. Shared best practices.	Actual Annual Measurable Outcomes:	Student achievement, SD, local assessments, state testing if available								
LCAP Year: 2014-15											
Planned Actions/Services		Actual Actions/Services									
	Budgeted Expenditures		Estimated Actual Annual Expenditures								
Use of PLC collaboration time within the contract day and outside of instructional time.	Certificated salaries 1000-1999: Certificated Personnel Salaries Base 0	Each site has built PLC time within the teacher contract day. While not all work needed to be accomplished for the movement of the schools towards high achievement can be accomplished during contract time.	Certificated salaries 1000-1999: Certificated Personnel Salaries Base 0								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 100px;">Scope of Service</td> <td></td> </tr> <tr> <td colspan="2"> <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) </td> </tr> </table>	Scope of Service		<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)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 100px;">Scope of Service</td> <td></td> </tr> <tr> <td colspan="2"> <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) </td> </tr> </table>	Scope of Service		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service											
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service											
<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>Provide management, oversight, and coordination of professional development and collaboration opportunities.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base 0</p>	<p>The District has two Teachers On Special Assignment (TOSA) who coordinates PD in the areas of core academic instruction and also with supporting integrated ELD. The coordination of these two individuals has been successful as demonstrated by increased CEDLT Scores.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base 0</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scaffolding instructional strategic plan to support student achievement.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base 0</p>	<p>District collaboration days scheduled at the sites and as District-wide days are used to work on scaffolding instructional strategies</p> <p>The Pod grouping at the elementary school allows for the scaffolding by multiple grade level teams.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base 0</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop a clear mission and staff-led</p>	<p>Certificated salaries 1000-1999:</p>	<p>This is a work in progress and was not</p>	<p>Certificated salaries 1000-1999:</p>

<p>district leadership team (HULC).</p>	<p>Certificated Personnel Salaries Base 0</p>	<p>a section of this goal we were able to achieve this last school year.</p>	<p>Certificated Personnel Salaries Base 0</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teacher-coach model to support best practices.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base 0</p>	<p>The District was able to reform our DSLT support providers into a coaching team known as our Common Core Cadre. The Common Core Cadre Coaches as they are known will focus on Close Reading Strategies as a primary instructional strategy across the curriculum.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Base 0</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Purchase EADMS software.</p>	<p>Purchase software, equipment 6000-6999: Capital Outlay Other 15000</p>	<p>The district has purchased EDAMS, this portion of the goal is retired.</p>	<p>Purchase software, equipment 6000-6999: Capital Outlay Other 15000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>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>Use of PLC collaboration time within the contract day and outside of instructional time.</p>	<p>1000-1999: Certificated Personnel Salaries Base 0</p>	<p>District has modified student attendance schedules to allow for teacher collaboration through the PLC process.</p>	<p>1000-1999: Certificated Personnel Salaries Base 0</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide management, oversight, and coordination of professional development and collaboration opportunities.</p>	<p>1000-1999: Certificated Personnel Salaries Base 0</p>	<p>District and site leadership teams directed the professional development of all staff. Planning included Chico Math and Writing Project, PLC training, site and off site training for ELD.</p>	<p>1000-1999: Certificated Personnel Salaries Base 0</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scaffolding instructional strategic plan</p>	<p>1000-1999: Certificated Personnel</p>	<p>Through POD grade level PLC weekly</p>	<p>1000-1999: Certificated Personnel</p>

to support student achievement.	Salaries Base 0	meetings, staff will work to scaffold instruction to meet the learning needs of all students at the correct level.	Salaries Base 0
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Develop a clear mission and staff-led district leadership team (HULC).	1000-1999: Certificated Personnel Salaries Base 0	The District has made it a goal to revisit the District mission and vision statement and focus on the PLC model and how it will help students learn at all levels and at all ability groups.	1000-1999: Certificated Personnel Salaries Base 0
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Teacher-coach model to support best practices.	1000-1999: Certificated Personnel Salaries Other 0	The re-creation of the EDI coaching model to the Common Core Cadre where teacher leaders can collaboratively work with colleagues to improve best practices.	1000-1999: Certificated Personnel Salaries Other 0
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	

<ul style="list-style-type: none"> <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) 		<ul style="list-style-type: none"> <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) 	
Purchase EADMS software.	6000-6999: Capital Outlay Other 15000	This portion of the goal is to be retired as it has been accomplished.	6000-6999: Capital Outlay Other 15000
<div style="border: 1px solid black; padding: 2px;">Scope of Service</div> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <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) 		<div style="border: 1px solid black; padding: 2px;">Scope of Service</div> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <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) 	
<div style="border: 1px solid black; padding: 2px;">What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</div>	<div style="border: 1px solid black; padding: 2px;">This goal will be included in the 2015-2016 school year goal Conditions of Learning</div>		

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

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

Original GOAL 5 from prior year LCAP:	Staff to work collaboratively with Glenn County Office of Education and other districts within the county to select and implement materials that are Common Core Standards Based.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Hamilton Elementary School Hamilton High School Ella Barkley High School		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	Professional development and a county-wide adoption beginning with Mathematics. ELA to follow.	Actual Annual Measurable Outcomes:	Staff Development logs, selected materials, public input, board adoption	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Mathematics.		Books, materials, supplies 4000-4999: Books And Supplies Other 10000	The District has purchased bridging materials and adopted math texts k-10th grade Books, materials, supplies 4000-4999: Books And Supplies Other 10000	
Scope of Service			Scope of Service	
<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)			<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)	
English Language Arts.		Books, materials, supplies 4000-	Bridging materials purchased to Books, materials, supplies 4000-4999:	

	4999: Books And Supplies Other 10000	supplement the Treasures Curriculum	Books And Supplies Other 10000
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Science.	Books, materials, supplies 4000-4999: Books And Supplies Other 10000	District does not have an offering for this portion of the goal for this school year	Books, materials, supplies 4000-4999: Books And Supplies Other 10000
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Social Studies.	Books, materials, supplies 4000-4999: Books And Supplies Other 10000	The State has not adopted materials for this portion no supplemental have been recommended as of this writing.	Books, materials, supplies 4000-4999: Books And Supplies Other 10000
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Mathematics.	4000-4999: Books And Supplies Other 5000	Common Core County-Wide Adoption	4000-4999: Books And Supplies Other 5000
Scope of Service		Scope of Service	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
English Language Arts.	4000-4999: Books And Supplies Other 5000	Common Core County-Wide Adoption	4000-4999: Books And Supplies Other 5000
Scope of Service		Scope of Service	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Science.	4000-4999: Books And Supplies Other 5000	Common Core County-Wide Adoption	4000-4999: Books And Supplies Other 5000
Scope of Service		Scope of Service	
X All OR: _ Low Income pupils _ English Learners		X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Social Studies.	4000-4999: Books And Supplies Other 5000	Common Core County-Wide Adoption	4000-4999: Books And Supplies Other 5000
Scope of Service <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input 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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 5 for 2014-2015 will be included in 2015-2016 goal Condition of Learning.		

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

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

Original GOAL 6 from prior year LCAP:	Maintain EADMS or similar software to use for benchmark assessments and data management of student achievement goals. Improve all students' academic progress by 5%.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Hamilton Elementary School Hamilton High School Ella Barkley High School Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Staff to use the software to develop short and longterm benchmark assessments that allow the planning of interventions for those students who have not met grade/subject competency.	Actual Annual Measurable Outcomes:	EDAMS Has been purchase but not fully implemented. The District will utilize funds to maintain the program and train staff to use the program to drive instruction
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
EADMS software for development of benchmark assessments.	Software, equipment 6000-6999: Capital Outlay Other 15000	This goal is to be retired as of 2014-2015. Software has been purchase and PD is underway for utilization	Software, equipment 6000-6999: Capital Outlay Other 15000
Scope of Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <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)	
Provide management, oversight, and coordination of professional	Certificated salaries 1000-1999:	PD has been offered and teachers have collaborated during district training	Certificated salaries 1000-1999:

development and collaboration opportunities.	Certificated Personnel Salaries Base 5000	days.	Certificated Personnel Salaries Base 5000
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Professional development on software use and application towards student achievement.</p>	<p>Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures Other 5000</p>	<p>The District completed its partnership with Clark Consulting as of June 2015. The District has developed its own support in-house to continue ELD training</p>	<p>Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures Other 5000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop benchmark assessments as a tool to drive instruction and provide intervention for all students.</p>	<p>Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures Other 5000</p>	<p>Continued PD for this software will be a focused for coming years.</p>	<p>Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures Other 5000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Purchase EADMS software for development of benchmark assessments.</p>	<p>6000-6999: Capital Outlay Other 5000</p>	<p>Purchase, implement, and train staff in productive use of software.</p>	<p>6000-6999: Capital Outlay Other 5000</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide management, oversight, and coordination of professional development and collaboration opportunities.</p>	<p>1000-1999: Certificated Personnel Salaries Base 0</p>	<p>District provided in-service during the school day but will need to continue training over the next few years.</p>	<p>1000-1999: Certificated Personnel Salaries Base 0</p>
<p>Scope of Service</p> <hr/> <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> <hr/> <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>Professional development on software use and application toward student achievement.</p>	<p>5000-5999: Services And Other Operating Expenditures Other 5000</p>	<p>District provided in-service during the school day but will need to continue training over the next few years. District to provide, in cooperation with the software developer, a PD schedule for 2014-2015 and support beyond the</p>	<p>5000-5999: Services And Other Operating Expenditures Other 5000</p>

		initial training.	
<p>Scope of Service</p> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service</p> <hr/> <input 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>Benchmark assessments development as a tool to drive instruction and provide intervention for all students.</p>	<p>5000-5999: Services And Other Operating Expenditures Other 5000</p>	<p>Each site will work towards developing on-going and measurable assessments to determine the learning needs for all students. This is work in progress and will continue into next year and beyond</p>	<p>5000-5999: Services And Other Operating Expenditures Other 5000</p>
<p>Scope of Service</p> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service</p> <hr/> <input 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 past progress and/or changes to goals?</p>	<p>2014-2015 goal will be added to the 2015-2016 Conditions of learning goal</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.

Original GOAL 7 from prior year LCAP:	Staff to receive in-service for RTI training to address the needs of the students that are below grade level in all core subjects and those with IEP's who are below grade level.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify					
Goal Applies to:	<table border="1"> <tr> <td data-bbox="327 475 443 638">Schools:</td> <td data-bbox="453 475 1999 638">Hamilton Elementary School Hamilton High School Ella Barkley High School Hamilton Community Day School</td> </tr> <tr> <td data-bbox="327 646 646 711">Applicable Pupil Subgroups:</td> <td data-bbox="657 646 1999 711"></td> </tr> </table>	Schools:	Hamilton Elementary School Hamilton High School Ella Barkley High School Hamilton Community Day School	Applicable Pupil Subgroups:			
Schools:	Hamilton Elementary School Hamilton High School Ella Barkley High School Hamilton Community Day School						
Applicable Pupil Subgroups:							
Expected Annual Measurable Outcomes:	Teachers will accomplish the RTI model in two methods; through regular and on-going assessments. Those assessments will direct responsive interventions during instructional time, intensive interventions, and after-school tutoring.	Actual Annual Measurable Outcomes:	Staff development, revision of District Board Policy and procedures and student outcomes as measured by local assessments, grade reports and state testing if available.				
LCAP Year: 2014-15							
Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
<table border="1"> <tr> <td data-bbox="100 1109 243 1174">Scope of Service</td> <td data-bbox="254 1109 569 1481"> <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) </td> </tr> </table>	Scope of Service	<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)		<table border="1"> <tr> <td data-bbox="1041 1109 1184 1174">Scope of Service</td> <td data-bbox="1194 1109 1514 1481"> <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) </td> </tr> </table>	Scope of Service	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Scope of Service	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)						
Scope of Service	<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)						
Provide management, oversight, and coordination of professional development and collaboration opportunities.	Certificated salaries 1000-1999: Certificated Personnel Salaries Other 5000	This goal was not addressed during the 2014-2015. Will be a goal for 2015-2016.	Certificated salaries 1000-1999: Certificated Personnel Salaries Other 5000				

<p>HULC to develop the goals and objectives for a District-wide RTI model.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Other 5000</p>	<p>This goal was not addressed during the 2014-2015. Will be a goal for 2015-2016.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Other 5000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Site leadership to implement HULC goals and objectives to intervene at the correct level, grade or subject, for each student and align the implementation of RTI to site and District LEA Plans.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Other 5000</p>	<p>This goal was not addressed during the 2014-2015. Will be a goal for 2015-2016.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Other 5000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide management, oversight, and coordination of professional development and collaboration opportunities.</p>	<p>1000-1999: Certificated Personnel Salaries Other 0</p>	<p>District to work with site and district leadership teams to direct the professional development of all staff.</p>	<p>1000-1999: Certificated Personnel Salaries Other 0</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>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>HULC to develop the goals and objectives for a District-wide RTI model.</p>	<p>1000-1999: Certificated Personnel Salaries Other 0</p>	<p>Through the PLC Leadership team working with site leadership teams the District will build the goals and objectives of a District RTI model for all students.</p>	<p>1000-1999: Certificated Personnel Salaries Other 0</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Site leadership to implement HULC goals and objectives to intervene at the correct level, grade or subject, for each student and align the implementation of RTI to site and District LEA Plans.</p>	<p>1000-1999: Certificated Personnel Salaries Other 0</p>	<p>The District Local Education Agency Plan (LEAP) is to be re-written during the 2014-2015 school year. This goal was not addressed during the 2014-2015. Will be a goal for 2015-2016</p>	<p>1000-1999: Certificated Personnel Salaries Other 0</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	this goal will be included in the 2015-2016 Conditions of learning goal		

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

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

Original GOAL 8 from prior year LCAP:	District to examine staffing needs as population of student body changes, increases or needs of same become different than the existing program provides.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Hamilton Elementary School Hamilton High School Ella Barkley High School Hamilton Community Day School Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Allowance for assignment of staffing through district processes or hiring will allow the District to staff a highly qualified teacher with students to improve teaching and learning.	Actual Annual Measurable Outcomes:	Based on needs of the District, the following staff were added to support student learning: 1. Math Teacher Hamilton High School. 2. English Teacher at Hamilton Elementary School. 3. Custodian/bus Driver for District.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Based on the needs of student population and curricular goals of the LEAP. Scope of Service <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English	Certificated salaries 1000-1999: Certificated Personnel Salaries Other 15000	during the 2014-2015 school year, the district hired a math teacher at the high school, an English teacher at Hamilton Elementary School, classified support staff in custodial and transportation. Scope of Service <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Certificated salaries 1000-1999: Certificated Personnel Salaries Other 15000

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Based on the needs of student population and curricular goals of the LEAP.	1000-1999: Certificated Personnel Salaries Other 10000	The District recognizes that over the last few years staffing has been decreased due to economical and state fiscal uncertainty. The District will work to build services that focus on student populations, needs of learning for all students, attendance patterns, and special population learning needs. during the 2014-2015 school year, the district hired a math teacher at the high school, an English teacher at the elementary school, classified support staff in custodial and transportation.	1000-1999: Certificated Personnel Salaries Other 10000
Scope of Service <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input 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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	this goal will be added to the 2015-2016 conditions of learning goal		

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

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

Original GOAL 9 from prior year LCAP:	A District priority is to maintain clean, safe, and well maintained facilities.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Hamilton Elementary School Hamilton High School Ella Barkley High School Hamilton Community Day School Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Improved playgrounds, modernized restrooms, updated classrooms with the latest technology, and improved physical training facilities would improve the health and fitness of students thus improve their learning power.	Actual Annual Measurable Outcomes: Clean, safe, and secure learning environment	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain staffing as buildings and maintenance needs are known to the District and the District budget supports these needs.	Classified salaries 2000-2999: Classified Personnel Salaries Base 15000	The District employed a part time custodian and rescheduled other members to improve the cleanliness of the District facilities.	Classified salaries 2000-2999: Classified Personnel Salaries Base 15000
Scope of Service <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>Regular inspections of facilities and grounds.</p>	<p>Classified salaries 2000-2999: Classified Personnel Salaries Base 0</p>	<p>SAA</p>	<p>Classified salaries 2000-2999: Classified Personnel Salaries Base 0</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Repair or replace equipment, buildings, or playground surfaces as the need arises and funding is available.</p>	<p>Repairs, labor 5000-5999: Services And Other Operating Expenditures Base 54000</p>	<p>The District has improved district facilities by sealing parking and playground areas, painting, cleaning and repairs that would have otherwise gone unimproved.</p>	<p>Repairs, labor 5000-5999: Services And Other Operating Expenditures Base 54000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase staff as buildings and maintenance needs are known to the District and the District budget supports these needs.</p>	<p>2000-2999: Classified Personnel Salaries Base 0</p>	<p>The District recognizes that over the last few years staffing has been decreased due to economical and state fiscal uncertainty. The District will work to build services that focus on student populations, needs of learning for all students, attendance patterns, and special population learning needs.</p> <p>Added staff</p>	<p>2000-2999: Classified Personnel Salaries Base 0</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>Regular inspections of facilities and grounds.</p>	<p>1000-1999: Certificated Personnel Salaries Base 0</p>	<p>Within our means, administration and staff will monitor buildings, grounds, and District facilities for cleanliness, safety, and proper maintenance to support student learning.</p>	<p>1000-1999: Certificated Personnel Salaries Base 0</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>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>Repair or replace equipment, buildings, or playground surfaces as needs arise and funding allows.</p>	<p>5000-5999: Services And Other Operating Expenditures Base 10000</p>	<p>It is a goal for our District to repair or replace aging equipment, modernize buildings and repair hard and soft surfaces as funding becomes available. The District recognizes that it will need to ask the community for a facilities bond in the coming years.</p> <p>The district has purchase vehicles for maintenance and turf vehicles to be driven on grass to maintain grounds. tools and various equipment was</p>	<p>5000-5999: Services And Other Operating Expenditures Base 10000</p>

		bought to assist in the cleaning and maintenance of the facilities.	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>this goal will be included in 2015-2016 Conditions of Learning goal.</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.

Original GOAL 10 from prior year LCAP:	The District recognizes the needs of students with special needs, exceptional needs, and those who wish to seek a vocation after high school. Second Language Learners, students with SST, 504, and IEP plans, students who need additional learning to support their high achievement (GATE), and those who wish to advance their skills toward a directed vocation. Teachers, staff, parents, administration, and the Governing Board shall work together to support or restore such programs as funding becomes available.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify			
Goal Applies to:	<table border="1"> <tr> <td data-bbox="323 475 443 638">Schools:</td> <td data-bbox="449 475 1999 638">Hamilton Elementary School Hamilton High School Ella Barkley High School Hamilton Community Day School</td> </tr> <tr> <td data-bbox="323 643 646 711">Applicable Pupil Subgroups:</td> <td data-bbox="653 643 1999 711"></td> </tr> </table>	Schools:	Hamilton Elementary School Hamilton High School Ella Barkley High School Hamilton Community Day School	Applicable Pupil Subgroups:	
Schools:	Hamilton Elementary School Hamilton High School Ella Barkley High School Hamilton Community Day School				
Applicable Pupil Subgroups:					
Expected Annual Measurable Outcomes:	Improve options for all students to allow educational choice.	Actual Annual Measurable Outcomes:	Course offerings, after school programs, student achievements as demonstrated on local assessments, grade reports and state testing if available.		
LCAP Year: 2014-15					
Planned Actions/Services		Actual Actions/Services			
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
Increase offerings for student intervention (tutoring one-on-one).	Certificated salaries 1000-1999: Certificated Personnel Salaries Other 15000	The District assigned a teacher specialist to coordinate our District ELD program. In addition the District hired an Assistant principal who will begin July 1, 2015. Tutoring is supplied in the day and after school at various times as reported in other area goals for the LCAP.	Certificated salaries 1000-1999: Certificated Personnel Salaries Other 15000		
Scope of Service		Scope of Service			
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			

<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Develop a plan to support GATE Students K-12.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Other 1500</p>	<p>Not yet begun.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Other 1500</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Increase CTE courses and update facilities to address safety concerns.</p>	<p>Repairs, labor 5000-5999: Services And Other Operating Expenditures Other 5000</p>	<p>Course offerings were enhanced by grant funding and district supported funding. More plans are being discussed for the 2015-2016 school year.</p>	<p>Repairs, labor 5000-5999: Services And Other Operating Expenditures Other 5000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Work towards an opportunity to offer internships to older students in various surrounding businesses and industry.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Other 5000</p>	<p>Not yet begun.</p>	<p>Certificated salaries 1000-1999: Certificated Personnel Salaries Other 5000</p>

<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Professional development to assist students with learning needs to remain in the core content classes.</p>	<p>Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures 5000</p>	<p>As stated in goals 1-9.</p>	<p>Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures 5000</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
	<p>0000: Unrestricted Other</p>		<p>0000: Unrestricted Other</p>
<p>Develop a plan to support GATE students K-12.</p>	<p>1000-1999: Certificated Personnel Salaries Other 5000</p>	<p>Due to fiscal uncertainty over the last eight to ten years, programs such as our Gifted and Talented Education program has been suspended. It will be a goal for the District to find resources and funding to bring this program back in the next coming years.</p> <p>Not yet begun</p>	<p>1000-1999: Certificated Personnel Salaries Other 5000</p>
<p>Scope of Service</p> <hr/>		<p>Scope of Service</p> <hr/>	

<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <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><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Increase CTE courses and update facilities to address safety concerns.</p>	<p>5000-5999: Services And Other Operating Expenditures Other 5000</p>	<p>Hamilton Unified specifically at Hamilton High School has offered many diverse programs to support student learning in the Career Technical Education. Our commitment to this process will remain high as District and site leadership works to expand offerings not just to high school students but down to the lower grades as well. A teacher on special assignment will be working over the 2014-2015 school year with our community college to develop medical pathways down to 7th grade. This is an example of the innovation we would like to pursue in CTE courses.</p>	<p>5000-5999: Services And Other Operating Expenditures Other 5000</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Work towards an opportunity to offer internships to older students in various surrounding businesses and industry.</p>	<p>1000-1999: Certificated Personnel Salaries Other 5000</p>	<p>A goal for our CTE teachers and through our Senior Projects program, our District would like to expand the opportunity to have students experience first-hand job sites, professions, and still-based learning</p>	<p>1000-1999: Certificated Personnel Salaries Other 5000</p>

<p>Scope of Service</p>		<p>through internships.</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>Professional development to assist students with learning needs to remain in the core content classes.</p>	<p>5000-5999: Services And Other Operating Expenditures Other 5000</p>	<p>District to work with site and district leadership teams to direct the professional development of all staff.</p>	<p>5000-5999: Services And Other Operating Expenditures Other 5000</p>
<p>Scope of Service</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<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>This goal will be included in the Conditions of Learning goal for the 2015-2016 school year</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.

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:	\$1050096
<p>The current year estimated Supplemental and Concentration grant funding in the LCAP year for Hamilton Unified School District is \$1050096. 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 designed to help second language learners acquire English skills with an intense program that reaches all the core content standards in improving English skills in all subject matters. Response to Intervention along with Positive Behavior Support Systems will be used to help students improve academically in all subjects. It has been three years since introducing the Language Star. During the 2014-2015 school year, Hamilton Elementary School and our District met all three of our AMAO's, greatly enhance our abilities to sustain student learning through English language arts and to meet our goal of improving ELA by 5%.</p> <p>Hamilton Unified School District does not have a great number of foster youth, however, we have a partnership with social services and our county foster youth coordinator to insure that any needs these youths may have are being met. We will increase our staff awareness through in-service and partnering with our county office of education to insure all educational opportunities are fulfilled for foster youth.</p> <p>The District has been in the process of departmentalizing 6th,7th, and 8th grade with the focus of improving instruction for all students, especially for our lower performing/at-risk students. (Note that we have an 82.3% free and reduced lunch and 93% ELD population. Most of our at-risk/lower performing, ELD and foster youth fall within these unduplicated counts.) 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. At the high school, the District has hired or assigned from other district school sites, a social studies teacher, technology teacher/ELA and science teacher. We have also hired PE teachers at the elementary and high schools that will help to focus on the needs of the students in an area that our District is historically weak in.</p> <p>The District will improve facilities through portable building purchases to add teaching stations for the new teachers who will focus on student achievement. The district also plans on adding service hours to classified custodial as a means to help meet cleaning standard as set forth in our Williams Requirements.</p>	

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 Medical Administrative Activities program. Coordinated support with a partnership with the other county school districts to bring curriculum adoptions into a common adoption for the 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 ELD services in not only the ELD course but all general education courses in support of 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, RFP 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	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	565,500.00	565,500.00	7,671,626.00	7,671,626.00	7,671,626.00	23,014,878.00
Base	224,000.00	224,000.00	4,153,578.00	4,153,578.00	4,153,578.00	12,460,734.00
Concentration	35,000.00	35,000.00	0.00	0.00	0.00	0.00
Other	306,500.00	306,500.00	2,247,292.00	2,247,292.00	2,247,292.00	6,741,876.00
Supplemental and Concentration	0.00	0.00	1,270,756.00	1,270,756.00	1,270,756.00	3,812,268.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	565,500.00	565,500.00	7,671,626.00	7,671,626.00	7,671,626.00	23,014,878.00
1000-1999: Certificated Personnel Salaries	266,500.00	266,500.00	3,014,661.00	3,014,661.00	3,014,661.00	9,043,983.00
2000-2999: Classified Personnel Salaries	15,000.00	15,000.00	885,714.00	885,714.00	885,714.00	2,657,142.00
3000-3999: Employee Benefits	0.00	0.00	1,429,044.00	1,429,044.00	1,429,044.00	4,287,132.00
4000-4999: Books And Supplies	80,000.00	80,000.00	744,732.00	744,732.00	744,732.00	2,234,196.00
5000-5999: Services And Other Operating Expenditures	154,000.00	154,000.00	980,621.00	980,621.00	980,621.00	2,941,863.00
6000-6999: Capital Outlay	50,000.00	50,000.00	140,000.00	140,000.00	140,000.00	420,000.00
7000-7439: Other Outgo	0.00	0.00	476,854.00	476,854.00	476,854.00	1,430,562.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	565,500.00	565,500.00	7,671,626.00	7,671,626.00	7,671,626.00	23,014,878.00
1000-1999: Certificated Personnel Salaries	Base	145,000.00	145,000.00	1,736,636.00	1,736,636.00	1,736,636.00	5,209,908.00
1000-1999: Certificated Personnel Salaries	Concentration	25,000.00	25,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	96,500.00	96,500.00	787,065.00	787,065.00	787,065.00	2,361,195.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	490,960.00	490,960.00	490,960.00	1,472,880.00
2000-2999: Classified Personnel Salaries	Base	15,000.00	15,000.00	539,404.00	539,404.00	539,404.00	1,618,212.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	302,134.00	302,134.00	302,134.00	906,402.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	44,176.00	44,176.00	44,176.00	132,528.00
3000-3999: Employee Benefits	Base	0.00	0.00	661,970.00	661,970.00	661,970.00	1,985,910.00
3000-3999: Employee Benefits	Other	0.00	0.00	368,054.00	368,054.00	368,054.00	1,104,162.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	0.00	399,020.00	399,020.00	399,020.00	1,197,060.00
4000-4999: Books And Supplies	Base	0.00	0.00	100,604.00	100,604.00	100,604.00	301,812.00
4000-4999: Books And Supplies	Other	80,000.00	80,000.00	457,528.00	457,528.00	457,528.00	1,372,584.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	186,600.00	186,600.00	186,600.00	559,800.00
5000-5999: Services And Other Operating Expenditures	Base	64,000.00	64,000.00	677,257.00	677,257.00	677,257.00	2,031,771.00
5000-5999: Services And Other Operating Expenditures	Concentration	10,000.00	10,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	80,000.00	80,000.00	153,364.00	153,364.00	153,364.00	460,092.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	150,000.00	150,000.00	150,000.00	450,000.00
6000-6999: Capital Outlay	Other	50,000.00	50,000.00	140,000.00	140,000.00	140,000.00	420,000.00
7000-7439: Other Outgo	Base	0.00	0.00	437,707.00	437,707.00	437,707.00	1,313,121.00
7000-7439: Other Outgo	Other	0.00	0.00	39,147.00	39,147.00	39,147.00	117,441.00

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).

Hamilton High School
Graduation and Dropout Rates, 2009-2013

Graduates and Dropouts				
Hamilton High School (California)				
	2009-10	2010-11	2011-12	2012-13
Graduation Rate	96.4	98.15 (76.26)	95.24 (78.73)	98.8 (80.53)
Dropout Rate	2.4	1.8	4.8	1.2

Hamilton High School CAHSEE Scores, 2009-2014

YEAR	10th Grade Pass Rate	State Average
Spring 2014	MATH: 89% ELA: 81%	MATH: 85% ELA: 84%
Spring 2013	MATH: 89% ELA: 87%	MATH: 84% ELA: 84%
Spring 2012	MATH: 84% ELA: 90%	MATH: 84% ELA: 83%
Spring 2011	MATH: 89% ELA: 84%	MATH: 83% ELA: 83%
Spring 2010	MATH: 84% ELA: 80%	MATH: 75% ELA: 74%

LCAP Progress Monitoring Meetings

Date	Time	Meeting Type	Content
September 15, 2015	6:30PM	District Board Meeting-HHS Library	Share Progress 2014-15 and Plan for 2015-2015
October 13, 2014	6:00PM – 8:00PM	Meeting with the Superintendent	Review LCAP Goals
October 20, 2014	6:30PM	District Board Meeting HHS Library	Report out of Meeting with the Superintendent.
November 3, 2014	6:00PM	District Advisory Committee Meeting HES Multipurpose Room	District Advisory Committee HES Report
November 17, 2014	6:30PM	District Board Meeting HHS Library	Plan Goal Review 2014-2015 LCAP Plan
December 3, 2014	6:00PM	Meeting with the Superintendent	Plan Review and Planning for 2015-2016
December 15, 2014	6:30PM	District Board Meeting HHS Library	Plan Progress Report
TBA, January 2015	TBA	Governors Revised Budget	District Staff to Compile Information
January 20, 2015	6:30PM	District Board Meeting HHS Library	Plan Update and Goal Setting/Review Planning
February 9, 2015	6:00PM	District Special Board Meeting, Goal Setting Public Hearing- HHS Library	Goal Setting for Plan 2015-2016
February 17, 2015	6:30PM	District Board Meeting HHS Library	Plan Update
March 2, 2015	6:00PM	District Advisory Committee HES Multipurpose Room	HES Report
March 16, 2015	6:30PM	District Board Meeting HHS High School	Plan Update
March 30, 2015	6:00PM	Superintendent's Public Comments and Questions	Solicited Questions From Public
April 1-17, 2015	TBA	Superintendent Write Responses to Questions	Post Answers on District Web Page
April 20, 2015	6:30PM	District Board Meeting HHS Library	District LCAP Public Hearing
May 4, 2015	6:00PM	District Advisory Committee HES Multipurpose Room	Elementary School Final Report for the Year.
May 11, 2015	6:00PM	District Advisory Committee HES Conference Room	Report Review and Recommendations for HES 2015-2016
May 18, 2015	6:30PM	District Board Meeting HHS Library	First Reading LCAP, Possible Adoption
June 15, 2015	6:30PM	District Board Meeting HHS Library	LCAP Second Reading (If not Adopted in May)
June 29, 2015	6:30PM	District Board Meeting HHS Library	LCAP Adoption Date

Hamilton High School CAHSEE March 2015 Census Results

(Presented to HUSD Board on May 18, 2015)

Mathematics CAHSEE Results:

Total Tested	Total Passed	Percent Passed	Increase from 2014
65	61	93.85%	+4.85%
Total Advanced		Total Proficient	Total Adv/Pro
11	25	36	55.38%

Math Perfect Scores (450)= 6 students

English/Language Arts CAHSEE Results:

Total Tested	Total Passed	Percent Passed	Increase from 2014
66	58	87.87%	+6.87%
Total Advanced		Total Proficient	Total Adv/Pro
17	23	40	60.61%

ELA Perfect Scores (450)= 1 student

10.12.1

Hamilton High School CAHSEE March 2015 Census Results

(Presented to HUSD Board on May 18, 2015)

Mathematics CAHSEE Results:

Total Tested	Total Passed	Percent Passed	Increase from 2014
65	61	93.85%	+4.85%
Total Advanced	Total Proficient	Total Adv/Pro	Percent Adv/Pro
11	25	36	55.38%

Math Perfect Scores (450)= 6 students

*2014 89% MATH
81 ELA*

English/Language Arts CAHSEE Results:

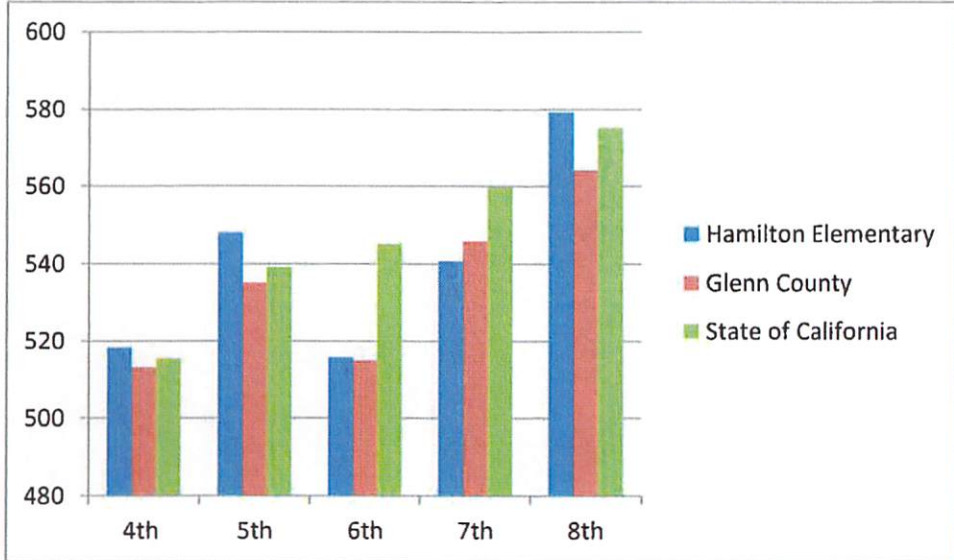
Total Tested	Total Passed	Percent Passed	Increase from 2014
66	58	87.87%	+6.87%
Total Advanced	Total Proficient	Total Adv/Pro	Percent Adv/Pro
17	23	40	60.61%

ELA Perfect Scores (450)= 1 student

10.12.1

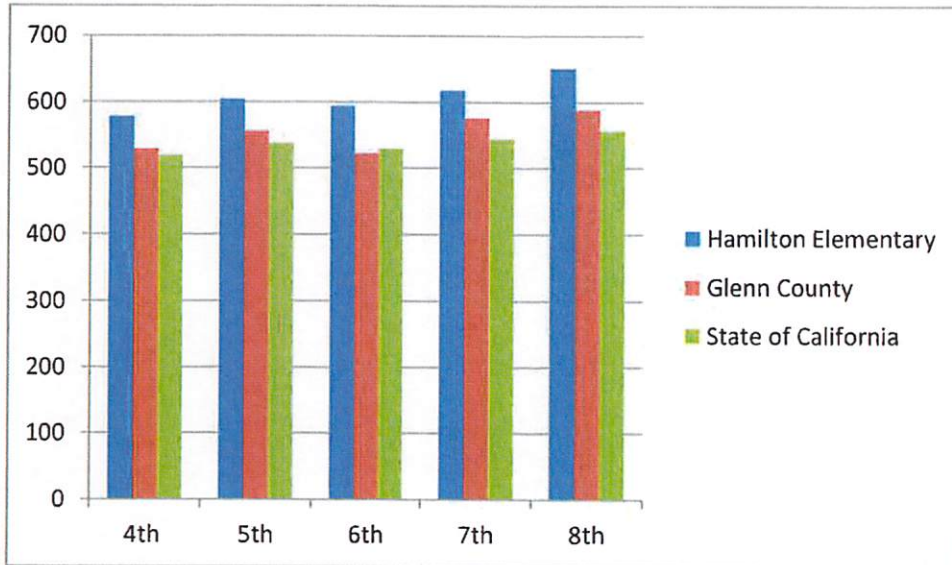
Domain Comparison: Listening
2013-14

	4th	5th	6th	7th	8th
Hamilton Elementary	518.3	548	515.8	540.8	579.2
Glenn County	513.2	535.3	515.1	545.9	564.2
State of California	515.6	539.2	545.2	559.8	575.3



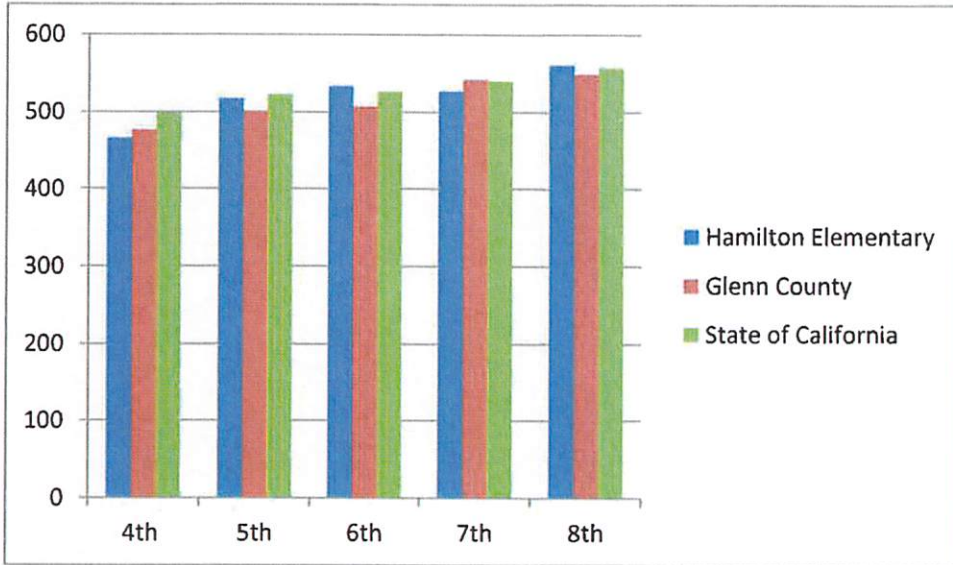
Domain Comparison
Speaking

	4th	5th	6th	7th	8th
Hamilton Elementary	578.5	604.8	594.5	618.3	651.9
Glenn County	529.9	557	522.8	576.7	588.9
State of California	519.6	538.6	530.1	544.9	557.4



Domain Comparison: Reading
2013-14

	4th	5th	6th	7th	8th
Hamilton Elementary	466.3	517.2	533.8	526.9	561.3
Glenn County	477	501.5	507.6	542.5	549.6
State of California	499.2	522.7	526.5	540.4	557.6



Domain Comparison: Writing
2013-14

	4th	5th	6th	7th	8th
Hamilton Elementary	492.3	529.8	539.5	529.5	559.7
Glenn County	497.9	516.8	519.7	530.4	551.7
State of California	511	528.5	531.7	512.5	553.9

