

§ 15498. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: Hamilton Unified School District **Contact (Name, Title, Email, Phone Number):** Charles Tracy, Superintendent,
ctracy@husdschools.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).</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 LCAP was discussed.</p> <p>A District, staff, and community Board workshop was held to seek input from all stakeholders on the eight critical areas for</p>	<p>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 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.</p> <p>Information to drive the LCAP. At this meeting parents supplied questions regarding the LCAP priorities from which the</p>

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.

Current Annual Update : (2014-2015) Progress

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

Board Meetings reviews

Site Council Trainings

Monthly Parent Lunch Meetings

District Advisory Committee

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 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 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.

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.

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.

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

<p>Formation of a separate ELAC Committee for the Elementary School</p> <p>District DLAC (District Language Advisory Committee)</p> <p>Auto Dialer, Site and District News Letters, District Website and communications</p>	<p>means to assist and monitor its academic growth. Through this process Parents are informed on the progress and growth of the school.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Annual Update:</p>	<p>Annual Update:</p>

GOAL 1:	Improve English Language Arts Achievement 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	
Identified Need :	Improve English Language Arts as evidenced by CAASPP Testing/API/AYP/Local Assessments.		
Goal Applies to:	Schools: All Schools in the District		
	Applicable Pupil	All Students	
	Subgroups:		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Improve student learning at all grade levels in ELA by 5% as measured by local assessment, grade reports and state testing if available		
Actions/Services	Scope of Service	Pupils to be served within Identified scope of service	Budgeted Expenditures
The District will continue its quest in improving ELA for all grade levels Pre-school through 12th grade. Books, Materials and supplies will be needed to assist the District with meeting this goal	PreK-12	<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 25000 4000-4999: Books And Supplies Concentration 57500 4000-4999: Books And Supplies Base 16500 4000-4999: Books And Supplies Other 9040
To maintain staffing levels and allocate staffing to achieve the goals	PreK-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 146579 1000-1999: Certificated Personnel Salaries Base 529298 1000-1999: Certificated Personnel Salaries Other 70179 3000-3999: Employee Benefits Supplemental 19671
Maintain services, operations and facilities to maintain progress of the goal	Pre K-12th grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental 12500 5000-5999: Services And Other Operating Expenditures Concentration 19944 6000-5999: Services And Other Operating Expenditures Base 90000 6000-6999: Capital Outlay Supplemental 13585 6000-6999: Capital Outlay Concentration 25000 6000-6999: Capital Outlay Base 12500 7000-7439: Other Outgo Supplemental 12500 7000-7439: Other Outgo Concentration 50000 7000-7439: Other Outgo Base 37500
Maintain Supplemental staffing targeted towards those students who need academic support. Supplemental support would target those students who have academic need.	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)	2000-2999: Classified Personnel Salaries Concentration 30610 2000-2999: Classified Personnel Salaries Base 128765 3000-3999: Employee Benefits Concentration 6890 3000-3999: Employee Benefits Base 108704 3000-3999: Employee Benefits Other 47152
Professional development to maintain efforts to achieve goal	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Other 13750
School-Wide Intervention programs	PreK-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	All included in the above.
		All OR: Low Income pupils English Learners	

GOAL 2: Improve Mathematics achievement in all grades by 5%. Related State and/or Local Priorities:
1 2 3 4 5 6 7
 8
COE only: 9 10
Local: Specify

Identified Need: Improve Mathematics as evidenced by CAASPP Testing/API/AYP/Local Assessments.
Goal Applies to: Schools: All Schools in District
Applicable Pupil: All students
Subgroups:

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Improve student achievement, as measured by local assessments, grade reports and state testing if available

Actions/Services	Scope of Service	Pupils to be served within Identified scope of service	Budgeted Expenditures
Materials and Supplies used to achieve the goal	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental 25000 4000-4999: Books And Supplies Concentration 57500 4000-4999: Books And Supplies Other 9040 4000-4999: Books And Supplies Base 16500
Maintain staffing levels as a means to achieve goal	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 146579 1000-1999: Certificated Personnel Salaries Base 528298 1000-1999: Certificated Personnel Salaries Other 70179 3000-3999: Employee Benefits Supplemental 19671 2000-2999: Classified Personnel Salaries Concentration 30610 2000-2999: Classified Personnel Salaries Base 128765 3000-3999: Employee Benefits Concentration 6890 3000-3999: Employee Benefits Base 108704 3000-3999: Employee Benefits Other 47152
Maintain Services and Operations as a means to achieve Goal	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental 12500 5000-5999: Services And Other Operating Expenditures Concentration 19944 5000-5999: Services And Other Operating Expenditures Base 90000 6000-6999: Capital Outlay Supplemental 13585 6000-6999: Capital Outlay Concentration 25000 6000-6999: Capital Outlay Base 12500 7000-7439: Other Outgo Supplemental 12500 7000-7439: Other Outgo Concentration 50000 7000-7439: Other Outgo Base 37500 5000-5999: Services And Other Operating Expenditures Other 13750
School-Wide Intervention Programs as a means to achieve all goals in Mathematics	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)	All Included above.
		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	

GOAL 3:	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 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
Identified Need :	Improve English Language Development for all second language learners as evidenced by improved CELDT scores and redesignation of ELD students.		
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups:	ELD Students tested annually 209
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	To improve English language acquisition for all second language learners district-wide, as measured by local assessment, CELDT scores and state testing if available		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain services and Operations to achieve goals	PreK-12th Grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental 12500 5000-5999: Services And Other Operating Expenditures Concentration 19944 5000-5999: Services And Other Operating Expenditures Base 90000 6000-6999: Capital Outlay Supplemental 13585 6000-6999: Capital Outlay Concentration 25000 6000-6999: Capital Outlay Base 12500 7000-7439: Other Outgo Supplemental 12500 7000-7439: Other Outgo Concentration 50000 7000-7439: Other Outgo Base 37500
Maintain Staffing Levels as a means to achieve goals	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental 146579 1000-1999: Certificated Personnel Salaries Base 528298 1000-1999: Certificated Personnel Salaries Other 70179 3000-3999: Employee Benefits Supplemental 18671
Classified Staff to assist with Improving student ELD language goal	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)	2000-2999: Classified Personnel Salaries Concentration 30610 2000-2999: Classified Personnel Salaries Base 128765 3000-3999: Employee Benefits Concentration 6880 3000-3999: Employee Benefits Base 108704 3000-3999: Employee Benefits Other 47152 4000-4999: Books And Supplies Base 16500 4000-4999: Books And Supplies Concentration 57500 4000-4999: Books And Supplies Supplemental 25000 4000-4999: Books And Supplies Other 9040 5000-5999: Services And Other Operating Expenditures Other 13750
School wide interventions 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)	All Included In above.
		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent	

GOAL 4:	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 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 7 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need :	Improve teacher quality, teaching and learning, technology, and best practices.
Goal Applies to:	Schools: All schools in the District
Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Focus on teacher quality in the areas of instructional practices. Instructional staff will participate in Common Core training in core subjects, Technology and Professional Learning Communities best practices
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Actions/Services	Scope of Service	Pupils to be served within Identified scope of service	Budgeted Expenditures
Personnel to participate into staff development at levels that will achieve goal	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 Base 190187 3000-3999: Employee Benefits Supplemental 7082 1000-1999: Certificated Personnel Salaries Other 25264 2000-2999: Classified Personnel Salaries Base 46355 3000-3999: Employee Benefits Concentration 2480 3000-3999: Employee Benefits Base 39133 3000-3999: Employee Benefits Other 16975
Personnel to participate into staff development at levels that will achieve goal	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Concentration 11020 1000-1999: Certificated Personnel Salaries Supplemental 52768 5000-5999: Services And Other Operating Expenditures Supplemental 4500 5000-5999: Services And Other Operating Expenditures Concentration 7180 5000-5999: Services And Other Operating Expenditures Base 32400 5000-5999: Services And Other Operating Expenditures Other 4950
Materials and supplies used to accomplish goal	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 9000 4000-4999: Books And Supplies Concentration 20700 4000-4999: Books And Supplies Other 3254 4000-4999: Books And Supplies Base 5940
Facilities	PreK-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	6000-6999: Capital Outlay Supplemental 9390 6000-6999: Capital Outlay Concentration 27000 6000-6999: Capital Outlay Base 18000
		<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		All OR: Low Income pupils English Learners	

GOAL 5: Staff to work collaboratively with the County Office of Education and other districts within county to select and implement materials that are Common Core Standards Based.

Related State and/or Local Priorities:
 1 2 3 4 5 6 7 8
 COE only: 9 10
 Local: Specify

Identified Need: Evaluation and selection of bridge and core curriculum to support Common Core State Standards.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Materials adopted by State and by local authority.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Select materials and services that will support learning and student achievement	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental 2000 4000-4999: Books And Supplies Concentration 4600 4000-4999: Books And Supplies Base 3914 4000-4999: Books And Supplies Other 723 5000-5999: Services And Other Operating Expenditures Supplemental 3087 5000-5999: Services And Other Operating Expenditures Concentration 7596 5000-5999: Services And Other Operating Expenditures Other 1100
Staff to help evaluate materials	PreK-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 11726 1000-1999: Certificated Personnel Salaries Base 42264 1000-1999: Certificated Personnel Salaries Other 5614 2000-2999: Classified Personnel Salaries Concentration 2449 2000-2999: Classified Personnel Salaries Base 10301 3000-3999: Employee Benefits Supplemental 1574 3000-3999: Employee Benefits Concentration 551 3000-3999: Employee Benefits Base 8696 3000-3999: Employee Benefits Other 3772 5000-5999: Services And Other Operating Expenditures Base 11200
		<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		<input type="checkbox"/> All	

GOAL 6:	Implement and train staff to use EDAMS assessment software to guide student learning and predict student preparedness for State Testing.	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 7 8 COE only: 9 10 Local : Specify
	Improve all students' academic progress by 5%.	

Identified Need :	EDAMS Software has been purchased but the training and implementation has not been realized
Goal Applies to:	Schools: <u>All Schools in district</u>
Applicable Pupil Subgroups:	All students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	District has purchase the software, however has not fully implemented it use. The measure for this goal will be implementation and predictability of student achievement on state mandated testing
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Actions/Services	Scope of Service	Pupils to be served with/Identified scope of service	Budgeted Expenditures
Measure student achievement and predict student outcomes	Pre K-12th grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental 2000 4000-4999: Books And Supplies Base 1320 4000-4999: Books And Supplies Other 723 5000-5999: Services And Other Operating Expenditures Supplemental 3087 5000-5999: Services And Other Operating Expenditures Concentration 6000 4000-4999: Books And Supplies Concentration 4600
Improve instruction and measure student achievement	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 11726 1000-1999: Certificated Personnel Salaries Base 42264 1000-1999: Certificated Personnel Salaries Other 5614 2000-2999: Classified Personnel Salaries Concentration 2449 2000-2999: Classified Personnel Salaries Base 10301 3000-3999: Employee Benefits Supplemental 1574 3000-3999: Employee Benefits Concentration 551 3000-3999: Employee Benefits Base 8696 3000-3999: Employee Benefits Other 3772
Hardware and network support	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	6000-6999: Capital Outlay Base 11200 5000-5999: Services And Other Operating Expenditures Other 1100
		<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		All OR:	

GOAL 7:	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 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need : Provide and revisit training on Response to Intervention Model (RTI).

Goal Applies to: Schools: All schools

Applicable Pupil Subgroups: Students below grade level
 Second language learners
 Students with IEP's who are below grade level

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Staff development district-wide to focus on improving instruction for special needs population. Logs, training materials and improved instructional strategies

Actions/Services	Scope of Service	Pupils to be served with In identified scope of service	Budgeted Expenditures
Staff to receive training in RTI and support strategies for all students	Pre K-12th 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 Supplemental 11726 1000-1999: Certificated Personnel Salaries Base 42264 1000-1999: Certificated Personnel Salaries Other 5814 2000-2999: Classified Personnel Salaries Concentration 2449 2000-2999: Classified Personnel Salaries Base 10301 3000-3999: Employee Benefits Supplemental 1574 3000-3999: Employee Benefits Concentration 551 3000-3999: Employee Benefits Base 8696 3000-3999: Employee Benefits Other 3772 4000-4999: Books And Supplies Supplemental 2000
Staff to receive training in RTI and support strategies for all students	Pre K-12th grades	<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 Concentration 4600 4000-4999: Books And Supplies Base 1320 4000-4999: Books And Supplies Other 723 5000-5999: Services And Other Operating Expenditures Supplemental 1000 5000-5999: Services And Other Operating Expenditures Concentration 1596 5000-5999: Services And Other Operating Expenditures Base 7200 5000-5999: Services And Other Operating Expenditures Other 1100 6000-6999: Capital Outlay Supplemental 2087 6000-6999: Capital Outlay Concentration 7596 6000-6999: Capital Outlay Base 1404
		<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	

GOAL 8:	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 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need :	Staffing assignments as needed.
Goal Applies to:	Schools : All schools
	Applicable Pupil Subgroups: All students at all grade levels

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Staffing to be assigned as student population and student achievement dictates. Student enrollement and academic need as measured by local assessments, grade reports and state testing if available
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing depending on district and student needs	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 58632 Classified 2000-2999: Classified Personnel Salaries Concentration 12244 1000-1999: Certificated Personnel Salaries Base 211319 2000-2999: Classified Personnel Salaries Base 51506 1000-1999: Certificated Personnel Salaries Other 28071 3000-3999: Employee Benefits Supplemental 7868 3000-3999: Employee Benefits Concentration 2756 3000-3999: Employee Benefits Base 43482 3000-3999: Employee Benefits Other 18861 4000-4999: Books And Supplies Supplemental 10000
Staffing depending on district and student needs	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies Concentration 23000 4000-4999: Books And Supplies Base 6800 4000-4999: Books And Supplies Other 3616 5000-5999: Services And Other Operating Expenditures Supplemental 5000 5000-5999: Services And Other Operating Expenditures Concentration 7978 5000-5999: Services And Other Operating Expenditures Base 36000 5000-5999: Services And Other Operating Expenditures Other 5500 6000-6999: Capital Outlay Supplemental 5434 6000-6999: Capital Outlay Concentration 10000 6000-6999: Capital Outlay Base 5000
Staffing depending on district and student needs	Pre K-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 Supplemental 5000 7000-7439: Other Outgo Concentration 20000 7000-7439: Other Outgo Base 15000
		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent	

GOAL 8:	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 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need :	Staffing assignments as needed.
Goal Applies to:	Schools: All schools
Applicable Pupil Subgroups:	All students at all grade levels

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Staffing to be assigned as student population and student achievement dictates. Student enrollment and academic need as measured by local assessments, grade reports and state testing if available
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Actions/Services	Scope of Service	Pupils to be served within Identified scope of service	Budgeted Expenditures
Staffing depending on district and student needs	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 58632 Classified 2000-2999: Classified Personnel Salaries Concentration 12244 1000-1999: Certificated Personnel Salaries Base 211319 2000-2999: Classified Personnel Salaries Base 51506 1000-1999: Certificated Personnel Salaries Other 28071 3000-3999: Employee Benefits Supplemental 7888 3000-3999: Employee Benefits Concentration 2756 3000-3999: Employee Benefits Base 43482 3000-3999: Employee Benefits Other 18861 4000-4999: Books And Supplies Supplemental 10000
Staffing depending on district and student needs	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies Concentration 23000 4000-4999: Books And Supplies Base 8600 4000-4999: Books And Supplies Other 3616 5000-5999: Services And Other Operating Expenditures Supplemental 5000 5000-5999: Services And Other Operating Expenditures Concentration 7978 5000-5999: Services And Other Operating Expenditures Base 36000 5000-5999: Services And Other Operating Expenditures Other 5500 6000-6999: Capital Outlay Supplemental 5434 6000-6999: Capital Outlay Concentration 10000 6000-6999: Capital Outlay Base 5000
Staffing depending on district and student needs	Pre K-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 Supplemental 5000 7000-7439: Other Outgo Concentration 20000 7000-7439: Other Outgo Base 15000
		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent	