



1. Were all the suggestions from parents/staff included in the LCAP?

The suggestions that were captured in the Board, staff, and public workshops were included in the LCAP. We did join common themes and condense information of similar concept.

2. How were the priorities chosen for the District?

Each of the priorities contained in the LCAP are District priorities. The lists 1-10 are not ranked as we will be addressing each of them as needs of our District. While not all of the priorities will be achieved in the first year, we will do as many as possible. Some will be achieved in the first year, others the second and, hopefully, we will complete the list in year three. We will do our best to chip away at each of these priorities as we are able to fit them into our resources, staffing, and work/school years.

3. Will the document be translated?

Yes! We make every effort to translate our documents so we include all our parents. As you know, our District was formed five years ago. While that may seem like a long time ago, it takes between eight and ten years to get all the services built into a newly formed District. Translation is one of those very important services we are trying to figure out how to provide on a regular basis.

4. Is the LCAP a multi-year document?

It is a multi-year document, however, not all the priorities will be achieved in the first year. Each year, we will have opportunities for all stakeholders to hear about the progress we have made towards achieving our goals. We will ask all stakeholders to give input regarding our stated goals and, if necessary, the goals can be modified or changed as the need arises.

5. Per the LCAP, if we are to increase ELA scores by 5%, how can we do that with less reading instruction time?

In the past three years that I have been Superintendent, we have not reduced reading time. Any information to the contrary is inaccurate. Additionally, one of our elementary Special Education teachers works in the lower grades to provide reading support as agreed upon in a contract with the Glenn County Office of Education. Reading is a part of every teachers' job and is taught in every subject presented to students K-12. There is a very old saying I learned early in my career, "Reading is a part of everyone's life, we all teach reading."

As part of our goals over the next few years, we intend to increase our support of students who need the most intervention in the area of reading. We intend to introduce reading intervention with aide support and teacher training over the next two years. Specialized

group and some pull-out support may also be employed. Pull-out programs are not always the answer and are not supported by the experts. The experts, such as Richard Dufour, suggest that the behaviors of the teacher and the quality of that particular teacher's instructional practices is the greatest support that can be lent to each student's learning. Please learn more about best teaching practices at www.allthingsplc.com.

6. Page 9 – No. 8 Staffing assignments as needed – If this is the case, why haven't we hired more teachers and reduced the number of students per class? Why are we having combination classes at the elementary school (average class size is 30)?

Class sizes in K-3 are 23.7 students per teacher. (See Grade Span Adjustment report as reported to the State of California by Hamilton Unified.) Unfortunately, combination classes will be with our District for some time. Our District is not unlike other districts in our county and surrounding areas. Combination classes, while not optimum, are the only way we can insure district solvency. Like all districts, our priority will be to reduce combination classes as much as possible when staffing and resources allow us to do so.

7. How do you prioritize facility needs, elementary vs. high school?

Priorities are based on the safety and health of the students. We look at projects at each site and determine the greatest need. For example, if an air conditioner goes out in May, that is our priority. If a heater goes out in the winter, then that becomes our focus. The District contributes \$54,000 annually to our Deferred Maintenance account. Unfortunately, school districts in the State of California no longer get additional funding from the State to make repairs or improvements.

Perhaps you're asking, "Why don't they put more money into repairs?" To operate our schools we have about 5.9 million dollars in total funding. 78% of our total budget is earmarked for salaries, benefits, and statutory deductions that go toward employees annually. That leaves us 22% to fund facilities, bus transportation, food service, utilities, sports, textbooks, materials, copies, supplies, etc. For example, the District's PG&E bill runs about \$122,000 each year.

8. Is a support ELD coach on staff for both the elementary and high school?

Our ELD program at the high school is roughly one to three class periods each year. Our high school ELD teacher, also a fully trained English teacher, has been trained in the Language Star methods and receives support from our ELD consultants. The on-staff ELD coach primarily supports the elementary staff where we have the largest population of second language learners.

9. Will there be one-on-one tutoring? (10.1)

One-on-one tutoring is on a case-by-case basis as a student may need it. We have set aside tutoring time where students may receive additional help. Please see your teacher or site principal for details of when your child may receive assistance.

10. Is there a maintenance plan for capital repairs as well as regular operating repairs?

Prior to the financial fallout the State has suffered over the last ten years, regular maintenance and modernization programs were available for schools on an application-based process. What was known as “critical hardship money” was also available when schools needed major repairs such as roofs, restrooms, and HVAC systems. Unfortunately, due to the State budget woes, these funds were taken out of law by the State legislature a few years ago and school districts were left to find this money through local bond measures. Hamilton Unified attempted a bond in 2009 but it failed by just a few votes. The Board has voted to have a study completed that will advise the community of the need for a bond and future growth in our area that will require additional classroom and playground areas.

11. Who puts the budget together every year?

District staff with input from sites and staff put together a list of priorities. The Board provides guidance in the budget process and finally approves the budget plan. Regular budget progress meetings are held at board meetings about once a quarter.

12. Who has budget input as to the needs of the school? Do staff, parents, and teachers?

Yes! As stated in Question 11, we hold regular budget hearings and meetings, about once a quarter. In these meetings, the budget is reviewed, including our expenditures and income. The Board seeks input on priorities through these meetings.

13. Do you get proposals from professionals, i.e. HVAC, plumbing, roofing etc.?

Yes! Our maintenance staff does the repairs they can do and contracts out those they cannot. If a repair is in excess of \$84,100, we are required to go to bid to a licensed DSA approved contractor to complete the work.

14. How much professional unification is there between the elementary and high school?

I’m not sure if I understand the meaning of this question. I will answer what I think is being asked. (Feel free to clarify.) Do the teachers and staff work together from K-12th grade to gain professional training? If this is correct then the answer is, yes! The District has set aside four full days per year and one minimum day each month for District-wide staff development where teachers work together to build teaching capacity in all grades.

During the 2014-2015 school year each site will have different needs, and the staff feels, based on those needs, we will need to meet the four staff development days and only once quarterly in minimum days. Each year we examine the needs for staff development and create a plan.

15. If we are making it a priority to maintain our campuses clean, are we hiring more janitors?

We are pleased to have received some additional funding this year that will allow for an additional part-time custodian/bus driver to be hired. We are hoping that this added person will help with our efforts to maintain safe and clean campuses.

16. Why are we pulling our children out of classroom time to pick up trash?

While this is not a practice we would want to happen on a regular basis, it is important that students be held accountable when they fail to clean up after themselves. We are teaching citizenship in this practice and ownership in the school.

17. Unclear as to identity of Goal No. 1 at elementary school--clean and safe facilities. What is the plan to address the safety of elementary school field/grass area?

The playground and hardscape at the elementary school has been a concern for the Board and me. We have had many conversations about how to repair and ultimately replace it. As stated in No. 7, we have approximately \$54,000 annually to repair and maintain our total District needs. We obtained a recent bid to temporarily repair a portion of the black top area in order to update the drainage and repair the cracking. The bid is for \$107,000. The current blacktop condition is due to a very poorly designed drainage system that was put in some 40 years ago. To repair this problem, all the blacktop and substructure has to be removed between all buildings. Large trenches with very large drain pipes have to be installed to carry the proper amount of water off the black top to prevent the water damage we are currently seeing on the existing black top. A very rough estimate to fix the black top and green spaces at the elementary school is pushing a million dollars. We don't have this kind of funding. We are not sure we can fund the repair costs of \$107,000. We will continue to work on this problem to find a solution.

18. How do you plan to improve the needs of the school, for example the number and condition of the bathrooms, drinking faucets (number and condition, some in front of school), the condition of the school grounds, cleanliness of school (HES), and the number of students per class (too many students for one teacher)?

As mentioned previously, the State has cut on-going modernization and facilities bond money, and districts must now raise funds through local bonding elections. Improvements to a bathroom, building(s), etc., must be done through a strategic planning process. That process is being undertaken by the District Governing Board through a study process.

Class size has been addressed in prior questions and is a major budget concern. I would like to point out, again, that in our K-3 classes our District ratio is 23.7 students to one teacher. Grades 4-8 are at 30 to one except in one grade level that is at 35. The surrounding unified school districts grades 4-8 are averaging between 32 to 35 students per classroom. Our District is looking for ways to address student populations as our funding and resources allow.

19. How can we get teachers to be supportive of parent suggestions for school cleanliness?

We are working to improve the cleanliness of our school by hiring a half-time custodian/bus driver. We hope through our PLC process and our citizenship programs we will all gain a renewed sense of ownership.

20. How can we improve accuracy of communication between teacher and parents about grades? Teacher's (HES) state it's the system causing inaccuracy.

I am a bit unclear about the question being asked but I'll give it a try. I will be happy to clarify if follow-up questions are proposed. By State law, teachers are the grading authority for each of their students. "The system" is an on-line grade reporting program (AERIES) that is manually manipulated by each teacher. Teachers of grades 4-12 have on-line grade books that, if maintained by the teacher, each parent may access to view the progress of their student almost on a daily basis. Grade/assignment reports (grades 4-12 online) and attendance (grades K-12 online) are things we want parents to be aware of on a regular basis. It is expected that each teacher keep an accurate account of grade and attendance reports. If your child's grades or attendance is not accurate, please contact your child's teacher. Please contact the school office to sign up for an on-line parent account to view your student(s) records.

21. How can we prioritize hiring more teachers?

Over the last two years we have hired the following positions.

- a) Teacher on Special Assignment in the District. This position will help, District-wide, to guide school improvement, the introduction of Common Core Content Standards, and staff development.
- b) Two math teachers at the Hamilton High. These two teachers are working on improving the math skills of all students. This is an area of most critical need based on past District-wide testing.
- c) We have departmentalized seventh and eighth grade at the elementary school this year. As a result of this reorganization plan, we added a math content specialist and a science specialist at the beginning of 2013-14. In 2014-15, we are hiring a social science/ELD specialist and an English content specialist. The focus is to allow 6th, 7th, and 8th grade students to gain the specific skills they will need to know as they enter high school and on through college.
- d) We have hired two instructional aides to help support classroom teachers at the elementary school.
- e) We have hired a playground supervisor at the elementary school to help with student safety during break and lunch.
- f) We are looking at how we can allocate additional resources we already have on staff to support students with interventions and reading intervention. More on this plan as it develops over the summer 2014.
- g) We are in the process of hiring a Universal (custodian-bus driver).

22. How are the funds differentiated among sites? One fund but all schools are listed (pages 20-29).

For the first time in over 40 years, the State of California has changed the funding formula for schools. Under the old version of funding known as a “Revenue Limit,” schools would have a portion of the funds it received for general purposes while some of the money was very restricted and had to be spent under very specific guidelines.

The new funding formula known as “Local Control Funding Formula” (LCFF) has changed how schools are funded. On one hand, the State has given some control back to local districts on how these revenues are to be applied and spent. However, the restrictions that were in place under the old formula still apply in many cases. So frankly, local control is very limited local control.

The new funding also requires the District to write a plan for the expenditure of the LCFF funding. The plan, the “Local Control Accountability Plan” (LCAP), is/was developed through a process that included parents, staff, students, community members, and our school board. Part of the plan is to have interested stakeholders review the draft before adoption and provide input via questions with the Superintendent responding in writing to the questions as has been done here.

To answer the question: How are the funds applied? Funding has to be applied to each of the eight categories that the LCAP requires. In some cases these funds are mandated, such as the support of English language learners, special education students, and students who are at risk of failing courses. These are just a sample of the students that the funding must address.

Applying the funds was proportionate to the needs of each priority. We have to calculate in our funding model monies that apply to these special populations without counting students more than once. We also had to demonstrate in our plan how the services for special populations were receiving additional services. All this is captured in our funding model.

23. Water fountains need to be included in repairs at elementary.

Currently all drinking fountains are working. We are adding a hydration station over the summer at both schools that will allow students/staff to fill water bottles.

24. Teaching staff needs to be reinstated at elementary to meet student needs.

Reinstatement is guided by a contractual agreement between the District and the teachers union. Reinstatement is always our goal but is based on funding and dependent upon what services our students will require to achieve. Please see the hiring list in question number 21.

25. Collaboration time for grade levels – if they are combo, who do they collaborate with? (page 19, 3.4)

This depends on school sites. At the Elementary school teachers communicate in pods. Example of a pod is Kindergarten and 1st, 2nd, 3rd, and 4th-6th grades all work together. Grades up and downward are working together to insure students get the correct level of instruction.

At the high school, teachers work together in a different model. They work by department, which is determined by the subject they teach (Social Studies, English, Math, Science, Career Tech, Etc.). When the school has a need that effects the entire school, the high school staff come together to find a solution.

26. Section 2, No. 9 – what is the time frame to repair facilities once a report is made?

Repairs are made as soon as reasonably possible. As stated previously, we do the repairs based on the priority determined, we do what we can in-house and those we cannot, we contract out.

27. In your effort to send teachers to trainings, how or what is being done to encourage teachers to attend training on their own time other than their teaching time? What type of incentive is given to teachers when they attend trainings?

Teachers normally attend training during their contract time. When a teacher is required to travel, they are compensated for the expenses of the training. If it's outside their contract days, then the training institute or the District supplies a stipend to the employee.

If a teacher chooses to go to a training/class on his/her own, where they receive additional college units, that teacher may apply those units to the District salary schedule and receive ongoing additional compensation in his/her monthly pay.

28. How are students affected by the absence of teachers so often in the school year?

It is always best for teachers to be in their classrooms teaching students. However, it is also very important that they learn the most up-to-date methods and techniques to teach your children. Teachers need to build skills so they can improve the learning environment. The District offers teacher in-services during teacher contract days which may also be non-school days for your children. Unfortunately, teacher trainings are usually offered during the school year.

29. With all the data driven testing, how much teaching time is lost due to one-on-one testing?

I'm not sure what is meant by one-on-one testing. Usually testing is done in groups and at regularly scheduled times throughout the school year. A teacher may offer their own classroom assessments, chapter tests, spelling tests, reading tests that we all have

undertaken as students during our time in K-12 education. School-wide testing is usually quarterly and the data is used to predict the State testing that happens in the last portion of the school year. I don't think teaching time is unusually affected by the tests given.

30. What is being done to assist teachers with the large numbers in class while they are working on data driven testing?

Rarely, is the data reviews completed during instructional time. There are minimum days every Friday. During those Fridays, not usually utilized for staff prep, teachers meet for data review and lesson planning. We also utilize times after school that is set aside for Professional Learning Community times. The PLC times, as it is known, is for data review, lesson planning in pods of teachers, and for test or unit building.

31. How about having more than one counselor for the high school students?

Prior to the State financial crisis, we had 1.5 counselors at the high school. When the State funding was cut, we had to adapt our counseling staff and ask them to cover more areas of school needs throughout the District. It is our hope that in the future we will obtain funding to restore the counseling and support services throughout our District.

32. Tutoring is very much needed.

Tutoring is offered twice weekly at the elementary school. Teachers at the high school offer tutoring before school, after school, and during lunch. Please see your site/teacher for tutoring times and schedules.

33. Better technology?

This is an area where I can say we have made great strides. In 2011, our District completely rebuilt our computer system from the ground up. We have one of the fastest internet connections in the Glenn-Butte and Tehama area. Our servers and systems rival that you would find on a college campus. Last year, we replaced almost half of our student computers in the District. Largely, those computers went into new labs; one complete lab at the elementary school and two at the high school. The second older lab at the elementary school will be totally replaced over the summer of 2014.

Our next priority is teacher-access classroom computers. We plan over the next couple of years to have all computers up and running with the latest software and access to internet.

We are exploring a new and improved wireless access on our campuses that will open learning opportunities to students via their wireless hand-held devices. More on this to come as we finish our research and develop our implementation plan.

34. Training for teachers?

The District has a staff development plan where teachers are asked to participate in several programs that will help to build the capacity of teaching and learning. Listed below are examples of the kinds of services being offered for teacher training:

- Chico Math Project
- Northern California Writing Project

- Advance Placement Teacher Training
- Professional Learning Communities
- Common Core Training
- Common To the Core Glenn County Training (September each year)
- ACSA Personnel Academy
- STEM Science
- CUE Technology Conference

35. Better communication between teachers and parents?

This one I can't argue with. This statement or question is something that all school District's struggle to achieve. We have instituted several methods to improve communication, for example: District and site newsletters, a new Aeries Parent Portal, a new District website with increased information posted to the District and school webpages, and parent lunch meetings at the elementary school.

Through this process, I have learned that parents want time with me several times a year, where we can sit down and have more face-to-face conversations. I will be developing a schedule over the summer to accommodate these get-togethers.

We can improve by having all classroom teachers use the AERIES gradebook to help parents monitor their student's grades through the Parent Portal. We are working on a plan where teachers will send out a schedule for the 2014-2015 school year to notify parents when their children can receive tutoring or times parents can consult with them.

36. More teachers – less combo classes.

As stated above, staffing is based on the needs of the student population and District resources. When fewer students attend our District then the likelihood of having combination classes is much greater. Our District tries to minimize combination classes as often as possible. I must point out that even with combinations classes, our District has the smallest class sizes, on average, than most unified school districts in our area.

37. More sports at the elementary.

Elementary sports are directly affected by the availability of gym and sporting field space. With only one full gym in the District, it is nearly impossible to field more teams at the elementary school because we don't have the space. One of the items we will be looking at during our facilities review is how to increase gym and green space that would support adding sports to the elementary school. Currently, we have the following sporting teams at the elementary school

- Boys and Girls Basketball
- Boys Football/Soccer
- Girls Volleyball

38. Need coach at the elementary for sports.

We have coaches for all sports offered at the elementary school. We have no current vacancies.

39. Is it mandatory for all teachers/staff to attend trainings/conferences?

Not usually for off-site training. If training or conferences are required, the teachers are reimbursed for all costs and their work schedule is adjusted so they are compensated for the time attending the training.

40. How can we have more parent/teacher conferences to keep updated on student progress?

Parent conferences are scheduled twice annually. Parents may request additional parent conferences if they feel they need to communicate with their child's teacher. If a parent wishes to meet with the teacher, they may call the office and have the Principal help set up a time to meet.

41. How to improve communication to parents? For example, emails, texting, (cell) phones, website, etc.

Currently, our District utilizes an auto-dialer as one of the methods we use to communicate with parents. We have also built a new computer network system that will allow us to increase our communication abilities in the near future. We have instituted a new web page that will have many features that will allow greater forms of communication between school and home. The new web page allows teachers to build their own page that will allow them to mass email or send mass text messages. It will take some time to institute the training program to allow teachers time to learn the new tools and then institute the process.