

§ 15497. 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@hamiltonusd.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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
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).	Informed stakeholders about LCFF, LCAP, and the plan process, and invited them to participate in the process.
The District held ELAC and DLAC meetings to inform parents of LCFF and the LCAP. Agendas were posted on the District website.	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.
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.	Informed stakeholders about LCFF, LCAP, and the plan process, and invited them to participate in the process.
At school Board meetings, budget and program planning regarding LCFF and LCAP was discussed.	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.
A District, staff, and community Board workshop was held to seek input from all stakeholders on the eight critical areas for the LCAP.	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,

Involvement Process	Impact on LCAP
	professional development, additional staffing, supervision of students, and facilities needs were addressed in preparation for the writing of 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.	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.
A Parent Night was held in May to offer a final opportunity for parents to participate in the LCAP process.	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.

Section 2: Goals and Progress Indicators

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, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Improve English Language Arts as evidenced by Smarter Balanced Testing/API/AYP/Local Assessments.	Improve English Language Arts in all grades by 5%.	Hispanic 440 Socio-economically Disadvantaged 418 English Learners 244	Hamilton Elementary School Hamilton High School	1. District Writing Rubrics, Writing Assessments, Think books, student assessed writing projects, and CAHSEE results.	District benchmarks. Work with the Chico Writing Project to help teachers develop teaching and learning strategies that will improve writing exponentially from grade level to grade level.			Priority #2 Priority #4 Priority #6
Improve Mathematics as evidenced by Smarter Balanced Testing/API/AYP/Local Assessments.	Improve Mathematics in all grades by 5%.	All students in LEA	Hamilton Elementary School Hamilton High School Ella Barkley High School	1. District will be building benchmark assessments to be used during PLC time as a means to monitor and respond to students needs.	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.			Priority #2 Priority #4 Priority #6
Improve English Language Development for all second language learners as evidenced by improved CELDT scores and	Improve English Language Proficiency Levels by 10%.	ELD Students tested annually 209	Hamilton Elementary School Hamilton High School Ella Barkley	1. Through district-issued regular assessments and annual CELDT.	Teachers will receive the last section of training during the in-service at the beginning of the 2014-2015 school			Priority #2 Priority #4 Priority #6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
redesignation of ELD students.			High School		year.			
Improve teacher quality, teaching and learning, technology, and best practices.	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.	All Students	Hamilton Elementary School Hamilton High School Ella Barkley High School	1. Modeling lessons, peer coaching, and group analysis of instructional practices along with grade-level assessment data to drive instructional patterns for intervention.	Work product at grade level, school level, and subject specific courses. Shared best practices.			Priority #1, 1b Priority #2 Priority #4, 4b, Priority #6 Priority #8
Evaluation and selection of bridge and core curriculum to support Common Core State Standards.	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.	All Students	Hamilton Elementary School Hamilton High School Ella Barkley High School	1. New Math and ELA curriculum when it becomes available.	Professional development and a county-wide adoption beginning with Mathematics. ELA to follow.			Priority #1, 1b Priority #2 Priority #3 Priority #4, 4b, Priority #5 Priority #6 Priority #7 Priority #8
Purchase of assessment software that will assist administration and staff to guide interventions for all	Purchase EADMS or similar software to use for benchmark assessments and data management of student achievement goals.	All students	Hamilton Elementary School Hamilton High School	1. Allow staff to create, analyze, and monitor progress of	Staff to use the software to develop short and longterm benchmark assessments that			Priority #1, 1b Priority #2 Priority #3 Priority #4, 4b, Priority #5 Priority #6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
students.	Improve all students' academic progress by 5%.		Ella Barkley High School	students through data driven decision making.	allow the planning of interventions for those students who have not met grade/subject competency.			Priority #7 Priority #8
Provide and revisit training on Response to Intervention Model (RTI).	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.	Students below grade level Second language learners Students with IEP's who are below grade level	Hamilton Elementary School Hamilton High School Ella Barkley High School Hamilton Community Day School	1. Increase student achievement on state and local assessments. Provide interventions for students at the correct level to insure increased proficiency.	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.			Priority #1, 1b Priority #2 Priority #3 Priority #4, 4b, Priority #5 Priority #6 Priority #7 Priority #8
Staffing assignments as needed.	District to examine staffing needs as population of student body changes, increases or needs of same become different than the existing program provides.	All students at all grade levels	Hamilton Elementary School Hamilton High School Ella Barkley High School	1. Student populations within a small rural school district is an annual issue to plan and staff for a	Allowance for assignment of staffing through district processes or hiring will allow the District to staff a highly qualified teacher with students to			Priority #1, 1b Priority #2 Priority #3 Priority #4, 4b, Priority #5 Priority #6 Priority #7 Priority #8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
			Hamilton Community Day School	transitory population. The high school is over 30% inter-district transfers. The elementary school has a large population of migrant workers. Staffing, based on the movement of families for employment needs and the educational choice of parents, is an ever-moving target.	improve teaching and learning.			
Improve/repair facilities.	A District priority is to maintain clean, safe, and well maintained facilities.	All students and staff	Hamilton Elementary School Hamilton High School Ella Barkley High School	1. District facilities are aging and with the recent economic down turn, maintenance has been in	Improved playgrounds, modernized restrooms, updated classrooms with the latest technology, and improved			Priority #1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
			Hamilton Community Day School	"repair as absolutely necessary" mode. Some extended maintenance needs to be accomplished on all district facilities, however, the funding model does not allow enough money to accomplish the repairs of greatest need. The community will have to consider a bond to help facilitate the repairs, updates, and replacement of some district facilities.	physical training facilities would improve the health and fitness of students thus improve the learning prowess of each.			
Students with exceptional needs/Career Technical Training	The District recognizes the needs of students with special needs, exceptional needs, and those who wish to seek a vocation	Those students with special or exceptional needs or who wish to pursue	Hamilton Elementary School Hamilton High	1. District identifies the needs of those students with	Improve options for all students to allow educational choice.			Priority #1, 1b Priority #2 Priority #3 Priority #4, 4b, Priority #5

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	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.	a vocation.	School Ella Barkley High School Hamilton Community Day School	special needs such as students with IEP, 504, and SST plans. However, those students who are academically advanced or who wish to pursue a non-college track education and opt for a career technical path are often left out of the funding stream when funding is lacking. Priorities to address all of these needs is a priority for this district.				Priority #6 Priority #7 Priority #8

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) 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?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, 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?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Improve English Language Arts in all grades by 5%.	Priority #2 Priority #4 Priority #6	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	4000-4999: Books And Supplies Other	4000-4999: Books And Supplies Other
		Provide management, oversight, and coordination of professional development and collaboration opportunities.			Certificated salaries 1000-1999: Certificated Personnel Salaries Base 10000	1000-1999: Certificated Personnel Salaries Base	1000-1999: Certificated Personnel Salaries Base
		Provide professional development in curricular areas and assist with developing writing strategies K-12.			Consultant fees, training 5000-5999: Services And Other Operating Expenditures Other 10000	5000-5999: Services And Other Operating Expenditures Other	5000-5999: Services And Other Operating Expenditures Other
		Provide after-school tutoring.			Certificated salaries 1000-1999: Certificated Personnel Salaries Concentration 5000	1000-1999: Certificated Personnel Salaries Concentration	1000-1999: Certificated Personnel Salaries Concentration
		Collaboration time for grade-level partners and subject-specific teachers.			Certificated salaries 1000-1999: Certificated Personnel Salaries Base 40000	1000-1999: Certificated Personnel Salaries Base	1000-1999: Certificated Personnel Salaries Base
Improve Mathematics in all grades by 5%.	Priority #2 Priority #4 Priority #6	Purchase math adoption materials.			Books, materials and supplies 4000-4999: Books And Supplies Other 10000	4000-4999: Books And Supplies Other	4000-4999: Books And Supplies Other
		Provide management, oversight, and coordination of professional development and collaboration opportunities.			Certificated salaries 1000-1999: Certificated Personnel Salaries Base 10000	1000-1999: Certificated Personnel Salaries Base	1000-1999: Certificated Personnel Salaries Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Provide professional development in curricular areas and assist with development of instructional strategies for mathematics K-12.			Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures Other 10000	5000-5999: Services And Other Operating Expenditures Other	5000-5999: Services And Other Operating Expenditures Other
		Provide after-school tutoring.			Certificated salaries 1000-1999: Certificated Personnel Salaries Concentration 5000	1000-1999: Certificated Personnel Salaries Concentration	1000-1999: Certificated Personnel Salaries Concentration
		Collaboration time for grade-level partners and subject-specific teachers.			Certificated salaries 1000-1999: Certificated Personnel Salaries Base 40000	1000-1999: Certificated Personnel Salaries Base	1000-1999: Certificated Personnel Salaries Base
Improve English Language Proficiency Levels by 10%.	Priority #2 Priority #4 Priority #6	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	5000-5999: Services And Other Operating Expenditures Concentration	5000-5999: Services And Other Operating Expenditures Concentration
		Support an ELD on-staff coach.			Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures Other 10000	5000-5999: Services And Other Operating Expenditures Concentration	5000-5999: Services And Other Operating Expenditures Concentration
		Provide after-school tutoring.			Certificated salaries 1000-1999: Certificated Personnel Salaries Concentration 10000	1000-1999: Certificated Personnel Salaries Concentration	1000-1999: Certificated Personnel Salaries Concentration
		Collaboration time for grade-level partners and subject-specific teachers.			Certificated salaries 1000-1999: Certificated Personnel Salaries Base 40000	1000-1999: Certificated Personnel Salaries Base	1000-1999: Certificated Personnel Salaries Base
Increase teacher collaboration through a Professional Learning Model. Increase teacher in-	Priority #1, 1b Priority #2 Priority #4, 4b, Priority #6	Use of PLC collaboration time within the contract day and outside of instructional time.			Certificated salaries 1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base 0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
service regarding integration of technology and sharing of best practices through model lesson and common planning of lessons at grade or subject matter.	Priority #8	Provide management, oversight, and coordination of professional development and collaboration opportunities.			Certificated salaries 1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base 0
		Scaffolding instructional strategic plan to support student achievement.			Certificated salaries 1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base 0
		Develop a clear mission and staff-led district leadership team (HULC).			Certificated salaries 1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base 0
		Teacher-coach model to support best practices.			Certificated salaries 1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base 0
		Purchase EADMS software.			Purchase software, equipment 6000-6999: Capital Outlay Other 15000	6000-6999: Capital Outlay Other	6000-6999: Capital Outlay Other
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.	Priority #1, 1b Priority #2 Priority #3 Priority #4, 4b, Priority #5 Priority #6 Priority #7 Priority #8	Mathematics.			Books, materials, supplies 4000-4999: Books And Supplies Other 10000	4000-4999: Books And Supplies Other	4000-4999: Books And Supplies Other
		English Language Arts.			Books, materials, supplies 4000-4999: Books And Supplies Other 10000	4000-4999: Books And Supplies Other	4000-4999: Books And Supplies Other
		Science.			Books, materials, supplies 4000-4999: Books And Supplies Other 10000	4000-4999: Books And Supplies Other	4000-4999: Books And Supplies Other

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Social Studies.			Books, materials, supplies 4000-4999: Books And Supplies Other 10000	4000-4999: Books And Supplies Other	4000-4999: Books And Supplies Other
Purchase EADMS or similar software to use for benchmark assessments and data management of student achievement goals. Improve all students' academic progress by 5%.	Priority #1, 1b Priority #2 Priority #3 Priority #4, 4b, Priority #5 Priority #6 Priority #7 Priority #8	Purchase EADMS software for development of benchmark assessments.			Software, equipment 6000-6999: Capital Outlay Other 15000	6000-6999: Capital Outlay Other	6000-6999: Capital Outlay Other
		Provide management, oversight, and coordination of professional development and collaboration opportunities.			Certificated salaries 1000-1999: Certificated Personnel Salaries Base 5000	1000-1999: Certificated Personnel Salaries Base	1000-1999: Certificated Personnel Salaries Base
		Professional development on software use and application towards student achievement.			Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures Other 5000	5000-5999: Services And Other Operating Expenditures Other	5000-5999: Services And Other Operating Expenditures Other
		Develop benchmark assessments as a tool to drive instruction and provide intervention for all students.			Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures Other 5000	5000-5999: Services And Other Operating Expenditures Other	5000-5999: Services And Other Operating Expenditures Other
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.	Priority #1, 1b Priority #2 Priority #3 Priority #4, 4b, Priority #5 Priority #6 Priority #7 Priority #8	Provide management, oversight, and coordination of professional development and collaboration opportunities.			Certificated salaries 1000-1999: Certificated Personnel Salaries Other 5000	1000-1999: Certificated Personnel Salaries Other	1000-1999: Certificated Personnel Salaries Other
		HULC to develop the goals and objectives for a District-wide RTI model.			Certificated salaries 1000-1999: Certificated Personnel Salaries Other 5000	1000-1999: Certificated Personnel Salaries Other	1000-1999: Certificated Personnel Salaries Other

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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.			Certificated salaries 1000-1999: Certificated Personnel Salaries Other 5000	1000-1999: Certificated Personnel Salaries Other	1000-1999: Certificated Personnel Salaries Other
District to examine staffing needs as population of student body changes, increases or needs of same become different than the existing program provides.	Priority #1, 1b Priority #2 Priority #3 Priority #4, 4b, Priority #5 Priority #6 Priority #7 Priority #8	Based on the needs of student population and curricular goals of the LEAP.			Certificated salaries 1000-1999: Certificated Personnel Salaries Other 15000	1000-1999: Certificated Personnel Salaries Other	1000-1999: Certificated Personnel Salaries Other
A District priority is to maintain clean, safe, and well maintained facilities.	Priority #1	Increase 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	2000-2999: Classified Personnel Salaries Base	2000-2999: Classified Personnel Salaries Base
		Regular inspections of facilities and grounds.			Classified salaries 2000-2999: Classified Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base	1000-1999: Certificated Personnel Salaries Base
		Repair or replace equipment, buildings, or playground surfaces as the need arises and funding is available.			Repairs, labor 5000-5999: Services And Other Operating Expenditures Base 54000	5000-5999: Services And Other Operating Expenditures Base	5000-5999: Services And Other Operating Expenditures Base
The District recognizes the needs of students with special needs,	Priority #1, 1b Priority #2 Priority #3	Increase offerings for student intervention (tutoring one-on-one).			Certificated salaries 1000-1999: Certificated Personnel Salaries Other 15000	1000-1999: Certificated Personnel Salaries Other	1000-1999: Certificated Personnel Salaries Other

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
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.	Priority #4, 4b, Priority #5 Priority #6 Priority #7 Priority #8	Develop a plan to support GATE Students K-12.			Certificated salaries 1000-1999: Certificated Personnel Salaries Other 1500	1000-1999: Certificated Personnel Salaries Base	1000-1999: Certificated Personnel Salaries Base
		Increase CTE courses and update facilities to address safety concerns.			Repairs, labor 5000-5999: Services And Other Operating Expenditures Other 5000	5000-5999: Services And Other Operating Expenditures Base	5000-5999: Services And Other Operating Expenditures Base
		Work towards an opportunity to offer internships to older students in various surrounding businesses and industry.			Certificated salaries 1000-1999: Certificated Personnel Salaries Other 5000	1000-1999: Certificated Personnel Salaries Base	1000-1999: Certificated Personnel Salaries Base
		Professional development to assist students with learning needs to remain in the core content classes.			Consultant fees, staff training 5000-5999: Services And Other Operating Expenditures 5000	5000-5999: Services And Other Operating Expenditures Base	5000-5999: Services And Other Operating Expenditures Base

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Improve English Language Arts in all grades by 5%.	Priority #2 Priority #4 Priority #6	Provide professional development for teachers to obtain the final methods for teaching "Language Star."		1. Clark Consulting to provide training in the final four methods of the Language Star Curriculum and teaching strategies during the first two days of teacher in-service for the 2014-2015 school year. On-going regular coaching from on-staff coach and Clark Consulting throughout the school year.	5000-5999: Services And Other Operating Expenditures Concentration 5000	5000-5999: Services And Other Operating Expenditures Concentration	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Support an ELD on-staff coach.		1. District to provide release time for an on-staff ELD coach who is trained in the Language Star methods. On-site coach will work daily in various classrooms with various grades to support the Language Star program for all EL students.	5000-5999: Services And Other Operating Expenditures Concentration 5000	5000-5999: Services And Other Operating Expenditures Concentration	
		Provide after-school tutoring.		1. Students will be afforded access to their teachers once to twice weekly for after-school tutoring during the teacher contract day. Accountability will be through student sign-in sheets collected by the site office or an attendance system as designated.	1000-1999: Certificated Personnel Salaries Concentration 5000	1000-1999: Certificated Personnel Salaries Base 0	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Collaboration time for grade-level partners and subject-specific teachers.		1. 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.	1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base 0	
		Collaboration time for grade-level partners and subject-specific teachers.		1. 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.	1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base 0	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Improve Mathematics in all grades by 5%.	Priority #2 Priority #4 Priority #6	Collaboration time for grade-level partners and subject-specific teachers.		1. Through the PLC Process, a partnership with the Chico Math Project and weekly collaborations, grade-level/subject-specific work product and minutes will serve as monitoring.	1000-1999: Certificated Personnel Salaries Other 5000	1000-1999: Certificated Personnel Salaries Other	
		Management, oversight, and coordination of professional development and collaboration opportunities.		1. District to work with site and district leadership teams to direct the professional development of all staff.	1000-1999: Certificated Personnel Salaries Other 5000	1000-1999: Certificated Personnel Salaries Other	
		Provide professional development in curricular areas and assist with development of instructional strategies for mathematics K-12.		1. Chico Math Project, PLC, District and Site Leadership	5000-5999: Services And Other Operating Expenditures Other 5000	5000-5999: Services And Other Operating Expenditures Other	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Provide after-school tutoring.		1. Students will be afforded access to their teachers once to twice weekly for after-school tutoring during the teacher contract day. Accountability will be through student sign-in sheets collected by the site office or an attendance system as designated.	1000-1999: Certificated Personnel Salaries Other 5000	1000-1999: Certificated Personnel Salaries Other	
		Collaboration time for grade-level partners and subject-specific teachers.		1. 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.	1000-1999: Certificated Personnel Salaries Other 5000	1000-1999: Certificated Personnel Salaries Other	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Improve English Language Proficiency Levels by 10%.	Priority #2 Priority #4 Priority #6	Provide professional development for teachers to obtain the final methods for teaching "Language Star."		1. One In-service day prior to the beginning of the 2014-2015 school year is scheduled for ELD training in the final methods of the Language Star.	5000-5999: Services And Other Operating Expenditures Concentration 5000	5000-5999: Services And Other Operating Expenditures Concentration	
		Support an ELD on-staff coach.		1. The District is in the process of budgeting for release time of a trained on-site ELD coach for the district for at least half days.	5000-5999: Services And Other Operating Expenditures Concentration 5000	5000-5999: Services And Other Operating Expenditures Concentration	
		Provide after-school tutoring.		1. Students will be afforded access to their teachers once to twice weekly for after-school tutoring during the teacher contract day. Accountability will be through student sign-in sheets collected by the site office or an attendance system as designated.	1000-1999: Certificated Personnel Salaries Concentration 5000	1000-1999: Certificated Personnel Salaries Concentration	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Collaboration time for grade-level partners and subject-specific teachers.		1. 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.	1000-1999: Certificated Personnel Salaries Other 5000	1000-1999: Certificated Personnel Salaries Other	
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.	Priority #1, 1b Priority #2 Priority #4, 4b, Priority #6 Priority #8	Use of PLC collaboration time within the contract day and outside of instructional time.		1. District has modified student attendance schedules to allow for teacher collaboration through the PLC process.	1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base 0	
		Provide management, oversight, and coordination of professional development and collaboration opportunities.		1. District to work with site and district leadership teams to direct the professional development of all staff.	1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base 0	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Scaffolding instructional strategic plan to support student achievement.		1. Through POD grade level PLC weekly meetings, staff will work to scaffold instruction to meet the learning needs of all students at the correct level.	1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base 0	
		Develop a clear mission and staff-led district leadership team (HULC).		1. 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	1000-1999: Certificated Personnel Salaries Base 0	
		Teacher-coach model to support best practices.		1. 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	1000-1999: Certificated Personnel Salaries Other 0	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Purchase EADMS software.		1. Purchase EDAMS Software and related professional Development.	6000-6999: Capital Outlay Other 15000	6000-6999: Capital Outlay	
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.	Priority #1, 1b Priority #2 Priority #3 Priority #4, 4b, Priority #5 Priority #6 Priority #7 Priority #8	Mathematics.		1. Common Core County-Wide Adoption	4000-4999: Books And Supplies Other 5000	4000-4999: Books And Supplies Other	
		English Language Arts.		1. Common Core County-Wide Adoption	4000-4999: Books And Supplies Other 5000	4000-4999: Books And Supplies Other	
		Science.		1. Common Core County-Wide Adoption	4000-4999: Books And Supplies Other 5000	4000-4999: Books And Supplies Other	
		Social Studies.		1. Common Core County-Wide Adoption	4000-4999: Books And Supplies Other 5000	4000-4999: Books And Supplies Other	
Purchase EADMS or similar software to use for benchmark assessments and data management of student achievement goals. Improve all students' academic progress by 5%.	Priority #1, 1b Priority #2 Priority #3 Priority #4, 4b, Priority #5 Priority #6 Priority #7 Priority #8	Purchase EADMS software for development of benchmark assessments.		1. Purchase, implement, and train staff in productive use of software.	6000-6999: Capital Outlay Other 5000	6000-6999: Capital Outlay Other	
		Provide management, oversight, and coordination of professional development and collaboration opportunities.		1. District to work with site and district leadership teams to direct the professional development of all staff.	1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Professional development on software use and application toward student achievement.		1. District to provide, in cooperation with the software developer, a PD schedule for 2014-2015 and support beyond the initial training.	5000-5999: Services And Other Operating Expenditures Other 5000	5000-5999: Services And Other Operating Expenditures Other	
		Benchmark assessments development as a tool to drive instruction and provide intervention for all students.		1. Each site will work towards developing on-going and measurable assessments to determine the learning needs for all students.	5000-5999: Services And Other Operating Expenditures Other 5000	5000-5999: Services And Other Operating Expenditures Other	
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.	Priority #1, 1b Priority #2 Priority #3 Priority #4, 4b, Priority #5 Priority #6 Priority #7 Priority #8	Provide management, oversight, and coordination of professional development and collaboration opportunities.		1. District to work with site and district leadership teams to direct the professional development of all staff.	1000-1999: Certificated Personnel Salaries Other 0	1000-1999: Certificated Personnel Salaries Other 0	
		HULC to develop the goals and objectives for a District-wide RTI model.		1. 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.	1000-1999: Certificated Personnel Salaries Other 0	1000-1999: Certificated Personnel Salaries Other 0	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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.		1. The District Local Education Agency Plan (LEAP) is to be re-written during the 2014-2015 school year.	1000-1999: Certificated Personnel Salaries Other 0	1000-1999: Certificated Personnel Salaries Other 0	
District to examine staffing needs as population of student body changes, increases or needs of same become different than the existing program provides.	Priority #1, 1b Priority #2 Priority #3 Priority #4, 4b, Priority #5 Priority #6 Priority #7 Priority #8	Based on the needs of student population and curricular goals of the LEAP.		1. 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.	1000-1999: Certificated Personnel Salaries Other 10000	1000-1999: Certificated Personnel Salaries Other	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
A District priority is to maintain clean, safe, and well maintained facilities.	Priority #1	Increase staff as buildings and maintenance needs are known to the District and the District budget supports these needs.		1. 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.	2000-2999: Classified Personnel Salaries Base 0	2000-2999: Classified Personnel Salaries Base 0	
		Regular inspections of facilities and grounds.		1. Within our means, administration and staff will monitor buildings, grounds, and District facilities for cleanliness, safety, and proper maintenance to support student learning.	1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base 0	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Repair or replace equipment, buildings, or playground surfaces as needs arise and funding allows.		1. 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.	5000-5999: Services And Other Operating Expenditures Base 10000	5000-5999: Services And Other Operating Expenditures Base	
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,	Priority #1, 1b Priority #2 Priority #3 Priority #4, 4b, Priority #5 Priority #6 Priority #7 Priority #8	Increase offerings for students.		1. A goal of our District will be to offer courses to students to support their educational efforts into through and beyond their K-12 education. Use of brick and mortar classes may be only one method that our District will seek to provide other learning opportunities for students.	1000-1999: Certificated Personnel Salaries Other 5000	1000-1999: Certificated Personnel Salaries Other	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
administration, and the Governing Board shall work together to support or restore such programs as funding becomes available.		Develop a plan to support GATE students K-12.		1. 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.	1000-1999: Certificated Personnel Salaries Other 5000	1000-1999: Certificated Personnel Salaries Other	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Increase CTE courses and update facilities to address safety concerns.		1. 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.	5000-5999: Services And Other Operating Expenditures Other 5000	5000-5999: Services And Other Operating Expenditures Other	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Work towards an opportunity to offer internships to older students in various surrounding businesses and industry.		1. 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 through internships.	1000-1999: Certificated Personnel Salaries Other 5000	1000-1999: Certificated Personnel Salaries Other	
		Professional development to assist students with learning needs to remain in the core content classes.		1. District to work with site and district leadership teams to direct the professional development of all staff.	5000-5999: Services And Other Operating Expenditures Other 5000	5000-5999: Services And Other Operating Expenditures Other	

- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

The current year estimated Supplemental and Concentration grant funding in the LCAP year for Hamilton Unified School District is \$574,149.00. This is based on our unduplicated count of approximately 543. 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. The advancement of this program and the use of the concentration dollars will focus on improving the sustainability of the Language Star program through the addition of a part-time ELD teacher at the elementary school and appointing a member of our staff who is an expert in the methods to be District Language Star Coach. Additionally, all teachers will receive training from Clark Consulting in the last and most advanced methods that will be used for improving English Learners' ability to acquire proficiency. Our CELDT scores have improved over the last two years since introducing the Language Star. During the 2013-2014 school year, Hamilton Elementary and our District met all three of our AMAO's for the first time in many years. The advanced techniques that teachers will receive in the teacher in-service on August 12, 2014 will greatly enhance our abilities to sustain student learning through English language arts and to meet our goal of improving ELA by 5%.

Hamilton Unified 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.

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 a new math teacher that will help to focus on the needs of the students in an area that our District is historically weak in. In total, the District has proposed the hiring of a social science/ELD teacher, a math teacher, an English content specialist, an ELD coach and our TOSA (teacher on special assignment), which will help to lead the professional development of all teachers as well as guide the District in the common core curriculum adoption.

- D. 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). 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). 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.

The current year Minimum Proportionality Percentage (MPP) in the LCAP year for Hamilton Unified School District is 10.95%. 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 measureable assessments. Procedures have been added for staff to support students' social emotional needs through the Medi-cal 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 as described in the first paragraph. The improvement of instruction will focus on Math and English at all grades. During the 2013-2014 school year, 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 5%. As stated above in the ELA goal, our District will focus on improving all students in ELA by 5%. 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. In 2013-2014, our District hired two math teachers. For 2014-2015, the District hired a third math teacher as a means to help focus our efforts to increase our math scores again by 5%. Understanding that our district is 82.3% unduplicated in the areas of low income, English language learners, RFEP and/or Foster Youth, our efforts will focus heavily on these student population groups.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.