

2014 Local Control and Accountability Plan Hillsborough City School District

Introduction:

LEA: Hillsborough City School District **LCAP Year:** 2014

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The Hillsborough City School District, located in the suburban community of Hillsborough on the San Francisco peninsula, serves 1,525 students. This includes approximately twenty English Language learners (students are identified and then designated as fluent throughout the year), zero identified students who receive free/reduced price meals, zero identified homeless students, and zero foster youth that have been identified to the district (state records indicate that we have two foster students, but none have been identified to the District. When these students are identified, we will assess and serve their needs).

Our Academic Performance Index scores regularly put our district in the top 1% of districts in the state, and for the last three years we have been the #1 K-8 district in California. However, we feel strongly about social/emotional learning as well as academics, and pride ourselves in helping to nurture children in these areas. Our long success is based on high quality staff, committed and involved families, a supportive Board, and a common vision.

The Hillsborough City School District is a community funded district, sometimes referred to as “basic aid.” We are well-supported by our community, have an active Hillsborough Schools Foundation and a parcel tax to help us fund programs for students, and also partner with the Town of Hillsborough and community organizations on our shared mission of promoting a healthy and safe environment for families.

The mission of the Hillsborough City School District is to work in partnership with students, parents, and other community members to educate the whole child in a nurturing environment and to empower each student to become a contributing and responsible participant in our changing world. We seek to engage all students in rigorous and powerful learning to achieve the following Essential Outcomes:

Essential Outcomes

With the support of the whole school community, students will work towards becoming...

People of good character who are...

- ethical, trustworthy, responsible, fair, and respectful
- empathetic, caring, kind, and positively intentioned
- invested in making a positive impact on their family, community, and world
- self-reliant, self-directed, and demonstrate positive self-advocacy

Innovators and problem solvers who are...

- critical, innovative, and creative contributors
- collaborative, constructive, and dependable group members and leaders
- flexible, adaptable, and reflective
- risk takers who understand that failure is temporary
- resilient, perseverant, and show grit

Effective communicators who...

- listen to and think deeply about multiple perspectives
- are clear, persuasive, and can articulate complex ideas
- utilize a variety of communication modes, including writing
- speak with confidence
- ask questions to enhance their understanding

Global citizens who...

- embrace other cultures, communities, and people of all abilities
- have an understanding of other languages, religions, cultures, and lifestyles
- see themselves as part of an interconnected, interdependent world

Lifelong learners who...

- pursue and contribute to their passions
- have strong content knowledge that is broad, deep, and continues to grow
- demonstrate initiative, are organized, and plan ahead
- have follow-through, show diligence, and maintain focus

- are curious and pursue learning for its own sake

Effective users of information, media, and technology who...

- can access, analyze, and synthesize information
- distinguish between reliable and unreliable information
- can use technology to research, create, communicate, and express ideas
- demonstrate positive and appropriate digital citizenship

Local Control and Accountability Plan and Annual Update Template

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?*

The Hillsborough City School District began working in a collaborative manner to arrive at visionary goals for the District starting in November 13, 2012 when the Board of Trustees approved “HCSD Forward,” a collaborative visioning process briefly described below:

HCSD Forward Collaborative Vision Plan

HCSD Forward Purpose: To collaboratively develop a Vision for the district that will guide our decision-making over the course of the next ten years. The Vision will be created so as to be flexible enough to allow for adaptations and revisions during the implementation phase.

HCSD Forward Rationale:

- Students deserve the best education possible, one that allows them to fulfill their academic, social, emotional, and physical potential and prepares them for a world that is qualitatively different than a decade ago.
- Teachers and staff members deserve an enriching, professional, and productive workplace.
- We need to continually reflect, plan, focus, and energize the district and larger community.
- An understanding of the future, an examination of the current program, an infusion of new ideas, shared learning, and a careful review of lessons from the past must be incorporated into our existing approach in order to ensure that we remain a state of the art educational system with the best interests of our students always in the forefront.

- Our Vision must be vivid, dynamic, shared, flexible, collaboratively formed, and shared by all.
- Our well-articulated Vision will engender deep support and cohesion.

HCSD Forward Summary of Process:

HCSD Forward Phase 1: Investigating Together (9-15 Months)

- Collaboratively identify areas of interest to be explored more deeply.
- Collaboratively review and/or revise Mission Statement.
- Collaboratively review and/or revise Essential Outcomes.
- Gain Board approval of Mission Statement and Essential Outcomes.

HCSD Forward Phase 2: Dreaming Together (4-8 Months)

- Gain Board approval of the Vision Statements.
- Review Essential Outcomes and Mission Statements again and revise if necessary (and gain approval of Board if revision is completed).

HCSD Forward Phase 3: Defining Success Together (4-8 Months)

- Gain Board approval of SMART goals for each Vision Statement.
- Widely publicize and share approved SMART goals.

HCSD Forward Phase 4: Planning Together (3-6 Months)

- Gain Board approval of Action Plans
- Widely publicize and share approved Action Plans.

HCSD Forward Phase 5: Succeeding Together (10 years)

- Successfully implement Action Plans (revising them when necessary).

In order to ensure that the District was addressing the eight state priorities and seeking meaningful engagement from all stakeholders, Hillsborough City School District then approved the following LCAP Timeline.

LCAP Timeline

Approved by the Board of Trustees February 11, 2014

Step 1: Coordinate Initiatives with the 8 State Priorities

Activity	Outreach	Timeline
Administrative Council will list current initiatives (District Goals, approved HCSD Forward statements, other existing initiatives) and insert them into the LCAP Template under one or multiple state priorities. Draft goals will be created based on data and needs analysis.	<ul style="list-style-type: none"> • Post document on website with explanation. • Present document at Superintendent Coffees, Board Meetings, Afternoon Chats, and other existing communication tools • E-blast document • In all of above, ask for input 	February
Consult with HTA (certificated union) on current initiatives and how they fit into the state priorities. Ideas will be solicited about what data needs to be collected and/or what goals need to be created.	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	February
Consult with CSEA (classified union) on current initiatives and how they fit into the state priorities. Ideas will be solicited about what data needs to be collected and/or what goals need to be created.	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	February
Consult with Associated Parents Group (APG) on current initiatives and how they fit into the state priorities. Ideas will be solicited about what data needs to be collected and/or what goals need to be created. APG was designated as a Parent Advisory Committee by the Board of Trustees.	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	February
Consult with Hillsborough Schools Foundation (HSF) on current initiatives and how they fit into the state priorities. Ideas will be solicited about what data needs to be collected and/or what goals need to be created. HSF is part of the District Roundtable, a group designated as a Parent Advisory Committee by the Board of Trustees.	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	February
Consult with two Board members on current initiatives and how they fit into the state priorities. Ideas will be solicited about what data needs to be	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	February

collected and/or what goals need to be created.		
Consult with special populations on current initiatives and how they fit into the state priorities. Ideas will be solicited about what data needs to be collected and/or what goals need to be created.	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	February
Present plan to Board for comment.	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	February 27

Step 2: Gather Input

Activity	Outreach	Timeline
Hold two meetings with staff members to gather input for additional initiatives/goals to be included in LCAP.	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	March
Hold two meetings with parents and community members to gather input for additional initiatives/goals to be included in LCAP.	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	March
Send digital survey or other input gathering tool to staff and to parents to gather input for additional initiatives/goals to be included in LCAP.	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	March
Hold meetings with School Site Councils to gather input for additional initiatives/goals to be included in LCAP. The School Site Councils were designated as Parent Advisory Committees by the Board of Trustees.	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	
Hold meetings with Student Councils to gather input for additional initiatives/goals to be included in LCAP.	<ul style="list-style-type: none"> • Revise document • Post revised document on website • 	February/March
Hold special meeting with Board members to gather	<ul style="list-style-type: none"> • Revise document 	March

input for additional initiatives/goals to be included in LCAP.	<ul style="list-style-type: none"> • Post revised document on website • E-Blast document 	
Present status report to public.	<ul style="list-style-type: none"> • Meeting well publicized 	March 12 (all March efforts may not be accomplished at this time)

Step 3: Presentation of Draft and Continued Revision

Activity	Outreach	Timeline
Administrative Council will revise draft based on input.	Send draft to all staff and parents digitally and ask for input digitally or in subsequent meetings	Early April
Hold one meeting for parents and community members to present draft and hear feedback	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	Early April
Hold one meeting for staff members to present draft and hear feedback	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	Early April
Present current draft to student councils and solicit feedback	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	April
Present current draft to Board members	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	April 9.
Board members give feedback on draft	<ul style="list-style-type: none"> • Revise document • Post revised document and answers to questions on website 	Special Board Meeting
Members of Administrative Council will revise draft based on input	Send draft to all staff and parents digitally and ask for input digitally or in subsequent meetings	Early May

Step 4: Approval of Final LCAP Draft

Activity	Outreach	Timeline
Draft presented in public meeting, Public Meeting for Budget	Meeting well publicized	June 3
Approval of LCAP. Approval of Budget.	Meeting well publicized	June 24

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?

The following information was made available:

- School Site Single Plans for Student Achievement for North Elementary, South Elementary, West Elementary, and Crocker Middle School
- School Accountability Report Cards for North Elementary, South Elementary, West Elementary, and Crocker Middle School
- 2013-2014 First Interim Budget Report
- 2013-2014 Second Interim Budget Report
- 2013-2014 Notice to Parents and Guardians
- Resolution No. 2013-17: Sufficiency of Instructional Materials (with accompanying documentation)
- Information on teacher credentials, including authorization of certificated personnel to teach subjects outside of their credential and the district plan for committee on assignments
- Comprehensive safety/disaster plan
- West Wing replacement information (facility/capital project)
- Quarterly Williams Uniform Complaints reports
- Common Core Implementation overview, timeline, and professional development efforts (schedule of offerings, emails, etc.)
- Common Core Implementation Expenditure Plan
- 2013 Hillsborough Schools Foundation Annual Report
- 2012-2013 Associated Parent Group Report of Volunteer Hours
- 2012-2013 Star Testing Report of Information (with 11 chart attachments)

- 2012-2013 LEA API/AYP Report and information
- 2012-2013 API Scores, The First 100 Elementary Districts (Hillsborough #1)
- 2012-2013 API Scores, Elementary Schools
- 2012-2013 API Scores, Middle Schools
- Crocker Middle School Math Scores report of information and planning document
- 2013-2014 CALPADS report: English Language Acquisition Status
- 2013-2014 CALPADS report: English Learner Report
- 2011-2012 District Level Special Education Annual Performance Report Measure
- 2013-2014 Student data profiles
- 2013-2014 CARS Worksheets
- 2013-2014 Writing Samples score sheets
- 2013-2014 Math Assessment score sheets
- 2013-2014 Enrollment Reports
- 2013-2014 Report of Attendance for Pupils residing in the District
- 2013-2014 Report of School District Attendance
- 2012-2013 CALPADS Report: Student Profile Dropout List (showing zero dropouts)
- 2012-2013 CALPADS Report: Disciplinary Actions, Count by Offense
- 2013-2014 CALPADS Report: Course Section Enrollment, Count by Content Area
- 2013-2014 Report Cards (elementary and middle school)

- 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?***

For questions 4 and 5, please refer to the LCAP Timeline document for information on the groups that were specifically engaged throughout the development of the LCAP. This information was collected in a document entitled “Input Gathering: Local Control Accountability Plan and the Eight State Priorities.”

The District did not establish an English learner parent advisory committee as less than 15% of its pupils are English learners (1.3% is the actual percentage) and less than 50 students are English learners (approximately 20 students are currently identified). The District does not have any *identified* foster youth students as defined in Education Code 42238.01(b), nor does it have any students identified as requiring free or reduced price meals. If students are identified in these latter categories, the district will support these students as appropriate. All parents and staff members were given digital copies of the draft LCAP and were invited to make written comments. A public hearing was held to elicit further comments, and the plan was adopted at a public meeting. All noticing requirements were followed. As described in the LCAP Timeline above, the District consulted with all stakeholder groups before an LCAP was drafted. Therefore, the plan itself was partially based on the feedback given by these groups. After the draft was written and comments were received, there were several changes made to the draft, described in the table at the end of this section.

Involvement Process	Impact on LCAP
<p>Board of Trustees approves LCAP Timeline, included above, during the February 11, 2014 Board of Trustees Meeting.</p> <p>Board of Trustees officially delineates Associated Parent Group, School Site Councils, and District Roundtable as Parent Advisory Committees on April 23, 2014 through Board action, though the intention to proceed in this manner was approved on February 11, 2014 with the LCAP Timeline.</p> <p>HCS D Forward Steering Committee, made up of staff, parents, and community members, discuss future directions during monthly meetings from October 2013 through April, 2014).</p> <p>Input gathered from each school staff during staff meetings in February and March of 2014.</p>	<p>Creation of “Local Control Accountability Plan and the Eight State Priorities.” This twenty page document lists every suggestion and piece of feedback that was generated by parents, staff members, and community members organized around the eight state priorities. Every initiative in LCAP was suggested within these twenty pages, and dozens of possible future goals were described as well.</p> <p>Creation of five HCS D Forward initiatives that were presented to the Board of Trustees and approved on February 11, 2014 after public comment. These five initiatives are also all represented in the LCAP goals.</p> <p>Creation of the draft LCAP goals which were presented to all Parent Advisory Committees, parents, staff members, and community members for review and input.</p>

Involvement Process	Impact on LCAP
<p>Input gathered from parents and community members during open community meetings and through emails during the months of February, March, and April.</p> <p>District Roundtable, a Parent Advisory Committee, discusses LCAP on February 26, 2014 and May 14, 2014.</p> <p>School Site Councils, which are Parent Advisory Committees, discuss LCAP on various dates (1/17/14, 1/22/14, 2/26, 3/26, 4/14, and/or 4/30).</p> <p>Input gathered from students during student council officers meetings in the months of February and March.</p> <p>Input gathered from administrators during Administrative Council meetings</p> <p>Input gathered from Board Members, staff members, parents, and members of the public during Board of Trustees meetings and District Roundtable meetings.</p> <p>Consultation with leadership from teacher’s union on March 12, 2014 and with classified union on March 13</p> <p>Draft available on website and sent to all staff members and parents digitally in early April</p> <p>Input gathered on LCAP draft during two parent meetings on April 28, 2014 and one staff meeting on April 28, 2014</p> <p>Superintendent responded to all questions in writing.</p>	

Involvement Process	Impact on LCAP
<p>Revised draft posted to website on May 28, 2014.</p> <p>(anticipated) Public Meeting held on June 3, 2014. Public encouraged to come through the sending of the agenda to all parents and staff members and through posting on Hillsborough Together, a community list serve.</p> <p>(anticipated) LCAP adopted on June 24, 2014.</p>	

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

This question will be answered during the first annual update.

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”?*

Please see goals A, B, C, F, and G in the chart below.

2) *What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?*

Please see goals A, B, E, F, G, and J in the chart below.

3) *What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?*

Please see goals A, B, D, F, and G in the chart below.

4) *What are the LEA’s goal(s) to address locally-identified priorities?*

Please see goals H, I and J in the chart below.

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.)?*

Each school site council, student council, and staff was given an opportunity to give input on the LCAP. In addition, each school reviewed data and performance indicators through their regular school site council, parent group, and staff meetings. This data included both state test results and locally-generated common, formative assessments.

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?*

Please see the chart below for that information. In brief, English learners and redesignated English fluent students will be given supplementary materials in math and English language arts that is aligned to the common core state standards and designed for use with these specific populations. We will also do testing as early as possible, including during the summer months, to ascertain their needs, and will provide training as necessary for professionals to be effective with these student populations. Again, the charts below present the specifics.

7) *What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?*

This information is provided in the chart below.

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?*

The following information was considered and reviewed:

- School Site Single Plans for Student Achievement for North Elementary, South Elementary, West Elementary, and Crocker Middle School
- School Accountability Report Cards for North Elementary, South Elementary, West Elementary, and Crocker Middle School
- 2013-2014 First Interim Budget Report
- 2013-2014 Second Interim Budget Report
- 2013-2014 Notice to Parents and Guardians
- Resolution No. 2013-17: Sufficiency of Instructional Materials (with accompanying documentation)
- Information on teacher credentials, including authorization of certificated personnel to teach subjects outside of their credential and the district plan for committee on assignments
- Comprehensive safety/disaster plan
- West Wing replacement information (facility/capital project)
- Quarterly Williams Uniform Complaints reports
- Common Core Implementation overview, timeline, and professional development efforts (schedule of offerings, emails, etc.)
- Common Core Implementation Expenditure Plan
- 2013 Hillsborough Schools Foundation Annual Report

- 2012-2013 Associated Parent Group Report of Volunteer Hours
- 2012-2013 Star Testing Report of Information (with 11 chart attachments)
- 2012-2013 LEA API/AYP Report and information
- 2012-2013 API Scores, The First 100 Elementary Districts (Hillsborough #1)
- 2012-2013 API Scores, Elementary Schools
- 2012-2013 API Scores, Middle Schools
- Crocker Middle School Math Scores report of information and planning document
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- 2012-2013 CALPADS Report: Disciplinary Actions, Count by Offense
- 2013-2014 CALPADS Report: Course Section Enrollment, Count by Content Area
- 2013-2014 Report Cards (elementary and middle school)

9) *What information was considered/reviewed for individual school sites?*

The following information was considered/reviewed for individual school sites:

- School Site Single Plans for Student Achievement for North Elementary, South Elementary, West Elementary, and Crocker Middle School
- School Accountability Report Cards for North Elementary, South Elementary, West Elementary, and Crocker Middle School
- 2012-2013 Star Testing Report of Information (with 11 chart attachments)

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- 2012-2013 CALPADS Report: Disciplinary Actions, Count by Offense
- 2013-2014 CALPADS Report: Course Section Enrollment, Count by Content Area

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

The following information was considered:

- School Site Single Plans for Student Achievement for North Elementary, South Elementary, West Elementary, and Crocker Middle School
- School Accountability Report Cards for North Elementary, South Elementary, West Elementary, and Crocker Middle School
- 2012-2013 Star Testing Report of Information (with 11 chart attachments)
- 2012-2013 LEA API/AYP Report and information
- 2013-2014 CALPADS report: English Language Acquisition Status
- 2013-2014 CALPADS report: English Learner Report
- 2011-2012 District Level Special Education Annual Performance Report Measure
- 2013-2014 Student data profiles

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?

This will be answered during the annual update.

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>A. Math texts not aligned to CCSS.</p> <p>Goal reached when common-core-aligned math materials are adopted, implemented and are used by students.</p>	<p>Adopt and implement math materials aligned to CCSS</p> <p>Adopt supplementary materials for English learners</p>	<p>All</p> <p>English Learners</p>	<p>All</p>	<p>N/A</p>	<p>6-8 students have access to CCSS-aligned math materials. Materials will include specialized supplementary materials for special needs and English learners</p>	<p>TK-5 students have access to CCSS-aligned math materials</p>	<p>Continued use of aligned materials</p>	<p>1, 2, 7, 4, 5</p>

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>B. ELA texts not aligned to CCSS.</p> <p>Goal reached when common-core-aligned ELA materials are adopted, implemented and are used by students.</p>	<p>Adopt and implement ELA materials aligned to CCSS</p> <p>Adopt supplementary materials for English learners</p>	<p>All</p> <p>English Learners</p>	<p>All</p>	<p>N/A</p>	<p>Research of materials</p>	<p>TK-8 students have access to CCSS-aligned ELA materials. Materials will include specialized supplementary materials for special needs and English learners</p>	<p>Continued use of aligned materials</p>	<p>1, 2, 7, 4, 5</p>

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>C. Wireless technology not seamlessly available for all.</p> <p>Goal met when 1) all middle school students have assigned wireless device; 2) the student: wireless device ratio at elementary school is 3:1 or better; and 3) bandwidth improves 500%</p>	Increase bandwidth; add devices, change instruction to take advantage of digital resources	All	All	N/A	<p>Increase bandwidth 500%; increase student devices at elementary schools to at least 3:1, initiate 1:1 program at middle school; provide professional development</p> <p>Students have access to wireless devices more readily; have teachers better equipped to deliver high</p>	<p>Complete 1:1 program at middle school; provide professional development</p> <p>Students have access to wireless devices more readily; have teachers better equipped to deliver high quality CCSS instruction</p>	<p>Provide professional development</p> <p>Students have access to wireless devices more readily; have teachers better equipped to deliver high quality CCSS instruction</p>	1, 2, 7

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					quality CCSS instruction			
D. Needs assessment information last completed in 2008-2009 school year Goal completed when a needs assessment and district culture survey is received by at least 60% of parents and 85% of staff	Conduct a comprehensive needs assessment and district culture survey	All	All	N/A	With input from all stakeholder groups, draft a needs assessment and district culture survey Send out needs assessment and district culture survey to all parents and staff Elicit responses, report findings	Findings will be acted upon, improving student outcomes	Findings will be acted upon, improving student outcomes	3, 6

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>E. World language not offered in elementary school</p> <p>Only Spanish offered grades 6-8</p> <p>Goal met when: 1) multiple world languages offered 6-8; and 2) world language is offered in elementary schools</p>	<p>Offer Spanish and Mandarin in grades 6-8.</p> <p>Offer Spanish and Mandarin K-5</p>	All	All	N/A	<p>Students in 6-8 may choose from mandarin or Spanish</p> <p>4-5 students will receive Spanish instruction</p> <p>Students learn world language</p>	<p>Continue implementation. Possible implementation in other grades and languages.</p> <p>Students learn world language</p>	<p>Continue implementation. Possible implementation in other grades and languages.</p> <p>Students learn world language</p>	8

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>F. Teacher evaluation system not conducive to professional development</p> <p>Goal met when: 1) a new teacher evaluation system is approved by the teachers and the Board of Education; 2) the new evaluation system is utilized, thus improving instruction and thus student learning outcomes</p>	Build and implement new teacher evaluation system	All	All	N/A	<p>New evaluation system launched</p> <p>Revisions made to new system</p> <p>Students have access to highly effective teachers</p>	<p>Changes to system implemented</p> <p>Students have access to highly effective teachers</p>	<p>Implementation continues</p> <p>Students have access to highly effective teachers</p>	1,2,3,4,5,6,7,8

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>G. We do not have fully effective district-wide programs for some populations, such as the gifted, the emotionally disturbed, etc.</p> <p>Goal met when district wide programs are implemented for at least two special student populations, thus improving student outcomes for these special</p>	Identify and nurture the talents and needs of all students (the gifted, those that have specific needs, those with various learning styles, etc. Different strategies may need to be employed for different groups)	Various, including English learners, special education students, the gifted, etc.	All	N/A	<p>Identify subgroups to be served</p> <p>Develop action plan for the gifted</p> <p>Begin to develop action plans for other identified populations</p> <p>Professional development given as needed</p> <p>Student subgroups more effectively served</p>	<p>Implement action plans</p> <p>Student subgroups more effectively served</p>	<p>Implement action plans</p> <p>Student subgroups more effectively served</p>	1, 2, 3, 4, 5, 6, 7, 8

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
populations of students								
H. We have a rich menu of offerings for professional growth, but need a comprehensive system whereby all staff members grow throughout their careers Goal met when a coordinated system of professional development has been developed and	Create a district-wide culture of professional growth and collaboration by implementing a well-resourced system that leads to improved teaching and learning, spurs innovation, and encourages life-long learning for all staff members	All	All	N/A	Action plan determined	Action plan implemented	Action plan implemented	Local Priority

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
implemented, thus improving instruction and student learning outcomes								
I. We have a positive and supportive district culture, but one that can be improved with more creativity, nimbleness, and real-world application Goal met when HCSD has a nimble culture as	Build and encourage a culture of creativity, nimbleness, reasoned experimentation, and real-world application to prepare learners, both students and adults, for today and the future	All	All	N/A	Action plan determined	Action plan implemented	Action plan implemented	Local Priority

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
measured by quick prototyping of new ideas								
J. Our students will enter a world that is interconnected and collaborative Goal met when students demonstrate through student work products a perspective and appreciation of multiple world cultures	Students will develop a perspective and appreciation of multiple world cultures; will learn <i>how</i> to approach multiple cultures; and will develop an understanding and appreciation of the fact that we live in an interconnected global village	All	All	N/A	Action plan determined	Action plan implemented	Action plan implemented	Local 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?***

Our District has no identified foster youth or students who receive free/reduced price meals. Approximately 20 out of our 1,525 students are English learners. In brief, English learners and redesignated English fluent students will be given supplementary materials in math and English language arts that is aligned to the common core state standards and designed for use with these specific populations. We will also do testing as early as possible, including during the summer months, to ascertain their needs, and will provide training as necessary for professionals to be effective with these student populations. The charts below present the specifics.

- 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?***

Please see the chart below for answers to these questions.

- 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?***

These questions will be answered during the annual update.

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 (Goals are listed by letter, see above chart for more info)	Related State and Local Priorities	Actions and Services	Level of Service	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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
A. Provide math materials aligned to CCSS	1, 2, 7, 4, 5	<ol style="list-style-type: none"> 1. Purchase 6-8 math materials 2. Purchase 6-8 math supplementary materials for English learners 3. Provide professional development 4. Pilot TK-5 math materials, select materials 5. Purchase TK-5 math materials 6. Purchase TK-5 math supplementary materials for English learners 7. Provide professional development 	All	N/A	1: \$40,000, Fund 1 2: \$1,000, Fund 1 3: professional development costs are included in the cost of the program 4: \$1,500 for substitutes, Fund 1	5: \$90,000, Fund 1 6: \$1,000, Fund 1 7: professional development costs are included in the cost of the program	Continue implementing. Revise delivery methods as needed.

Goal (Goals are listed by letter, see above chart for more info	Related State and Local Priorities	Actions and Services	Level of Service	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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016- 17
B. provide ELA materials aligned to the CCSS	1, 2, 7, 4, 5	<ol style="list-style-type: none"> 1. Form ELA committee 2. Pilot TK-8 ELA materials 3. Purchase 6-8 ELA materials 4. Purchase 6-8 ELA supplementary materials for English learners 5. Provide professional development 6. Purchase TK-5 ELA materials 7. Purchase TK-5 ELA supplementary materials for English learners 8. Provide professional development 	All	N/A	<p>1: \$2,500 for substitutes to allow committee to meet</p> <p>2: little to no cost</p>	<p>3: \$40,000, Fund 1</p> <p>4: \$1,000, Fund 1</p> <p>5: professional development costs are included in the cost of the program</p>	<p>6: \$90,000, Fund 1</p> <p>7: \$1,000, Fund 1</p> <p>8: professional development costs are included in the cost of the program</p>

Goal (Goals are listed by letter, see above chart for more info)	Related State and Local Priorities	Actions and Services	Level of Service	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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
C. provide more wireless devices and improve wireless infrastructure	1, 2, 7	<ol style="list-style-type: none"> 1. Increase bandwidth 500% 2. Add additional access points 3. Create Google domain for each student 4. Adopt management software 5. Purchase a Chromebook for every 6-8 student 6. Purchase additional laptop computers for TK-5 student use 7. Create a Teacher on Special Assignment for Crocker to assist teachers in digital instruction; 0.5 FTE 8. Create a Teacher on Special Assignment for elementary schools to assist teachers in digital instruction; 1.0 FTE 	All	N/A	<p>1, 2, 3, 4, 5, 6, 7, 8 \$400,000</p> <p>\$76,066 from Common Core Expenditure Plan</p> <p>\$88,000 from donation from foundation</p> <p>\$235,934 from Fund 1</p>	<p>7, 8: \$135,000</p> <p>\$135,000 from Fund 1</p>	<p>7, 8: \$135,000</p> <p>\$135,000 from Fund 1</p>

Goal (Goals are listed by letter, see above chart for more info)	Related State and Local Priorities	Actions and Services	Level of Service	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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
D. complete needs assessment	3, 6	<ol style="list-style-type: none"> 1. Convene committee 2. Write survey 3. Send survey 4. Collect results 5. Act on results 	All	N/A	1-4 Only minimal costs	5: Costs unknown	5: Costs unknown
E. improve world language offerings	8	<ol style="list-style-type: none"> 1. Add second world language at Crocker by reducing 1.0 FTE in Spanish and adding 1.0 FTE in Mandarin 2. Add 1.0 FTE to elementary in Spanish 3. Add additional 1.0 FTE to elementary for Spanish or Mandarin 4. Add additional 1.0 FTE to elementary for Spanish or Mandarin 5. Purchase instructional materials 	All	N/A	1, 2, and 5: \$140,000, Fund 1	1-3: \$180,000, Fund 1	1-4: \$270,000, Fund 1

Goal (Goals are listed by letter, see above chart for more info)	Related State and Local Priorities	Actions and Services	Level of Service	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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
F. build and implement new teacher evaluation system	1, 2, 3, 4, 5, 6, 7, 8	<ol style="list-style-type: none"> 1. Train all teachers during existing professional development days using existing staff members 2. Train all administrators during existing professional development days using existing staff members 3. Implement system 4. Revise system if necessary 	All	N/A	1-4: Minimal costs	Continue new system	Continue new system
G. identify and serve student subgroups more effectively	1, 2, 3, 4, 5, 6, 7, 8	<ol style="list-style-type: none"> 1. Identify subgroups to be served 2. Develop action plan for the gifted 3. Develop other action plans for identified student subgroups 	All	N/A	1-3: costs estimated to be \$50,000, Fund 1	1-3: continued costs estimated to be \$25,000, Fund 1	1-3: continued costs estimated to be \$25,000, Fund 1

Goal (Goals are listed by letter, see above chart for more info	Related State and Local Priorities	Actions and Services	Level of Service	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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016- 17
H. create compre- hensive system for staff member growth	Local priority	1. Develop action plan 2. Implement action plan	All	N/A	1: Costs unknown	2: Costs unknown	2: Costs unknown
I. make HCSD a nimble culture	Local priority	1. Develop action plan 2. Implement action plan	All	N/A	1: Costs unknown	2: Costs unknown	2: Costs unknown
J. facilitate student under- standing and apprecia- tion of world cultures	Local Priority, 8	1. Develop action plan 2. Implement action plan	All	N/A	1: Costs unknown	2: Costs unknown	2: Costs unknown

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, if applicable)	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
N/A	N/A	For low income pupils: the District has no low income students	N/A	N/A	N/A	N/A	N/A
N/A	N/A	For foster youth: the District has no identified foster youth	N/A	N/A	N/A	N/A	N/A

Goal (Include and identify all goals from Section 2, if applicable)	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
Ensure that materials are available to meet the needs of English learners	1, 2, 7, 4, 5	For English learners: Purchase TK-8 ELA and Math supplementary materials aligned to CCSS for English learners	LEA-wide	N/A	Purchase 6-8 math materials for English learners aligned to CCSS: \$1,000 from Fund 1	Purchase TK-5 math materials for English learners aligned to CCSS: \$1,000 from Fund 1	Purchase TK--8 ELA materials for English learners aligned to CCSS: \$1,000 from Fund 1
Test all students for English services as soon as possible, including in the summer months, to ensure that we serve them as soon as possible	1, 2, 7, 4, 5	1. Train staff members on a yearly basis 2. provide supplementary pay so that testing may occur in the summer months	LEA-wide	N/A	1: \$500; Fund 1 2: \$5,000; Fund 1	1: \$500; Fund 1 2: \$5,000; Fund 1	1: \$500; Fund 1 2: \$5,000; Fund 1

Goal (Include and identify all goals from Section 2, if applicable)	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
Ensure that materials are available to meet the needs of redesignated fluent English proficient pupils	1, 2, 7, 4, 5	For redesignated fluent English proficient pupils: Purchase TK-8 ELA and Math supplementary materials aligned to CCSS for redesignated fluent English proficient pupils	LEA-wide	N/A	Purchase 6-8 math materials for redesignated fluent English proficient pupils aligned to CCSS: \$1,000 from Fund 1	Purchase TK-5 math materials for redesignated fluent English proficient pupils aligned to CCSS: \$1,000 from Fund 1	Purchase TK--8 ELA materials for redesignated fluent English proficient pupils aligned to CCSS: \$1,000 from Fund 1

Goal (Include and identify all goals from Section 2, if applicable)	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
Ensure staff is trained and has supplementary materials to meet the needs of English learners and redesignated fluent English proficient pupils	1, 2, 7, 4, 5	1. Provide professional development on an as-needed basis. This may include professional development for all staff members or for individual staff members. 2. Provide supplementary materials on an as needed basis	LEA-wide	N/A	1: \$2,000 from Fund 1 2: \$1,000 from Fund 1	1: \$2,000 from Fund 1 2: \$1,000 from Fund 1	1: \$2,000 from Fund 1 2: \$1,000 from Fund 1

- 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 LEA will NOT receive any increase in funds because of the LCAP as it is a Community Funded School District (sometimes referred to as Basic Aid).

However, the District calculates the money it would receive from LCAP supplemental and concentration grants to be \$19,417 based on its English learners (the District has no identified foster youth or students who receive free or reduced price meals).

We will expend this \$19,417, and more from Fund 1, in the following way:

- \$5,000 to test students in the summer before school begins. This allows us to ascertain their skill level and start serving them as soon as school begins.
- \$2,000 for travel and conferences to ensure that our teachers are well prepared to serve the needs of English learners
- \$3,000 for instructional materials to meet the needs of English learners
- \$15,000+ for certificated salaries. This pays for a portion of the teachers' salaries that do the testing and serve as case managers for the students.
- If foster youth students or students who receive free/reduced price meals are identified in the future, we will expend funds to meet their specific needs, but none of these students have been identified at this point.

- 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 LEA will NOT receive any increase in funds because of the LCAP as it is a Community Funded School District (sometimes referred to as Basic Aid).

However, the District calculates the current year Minimum Proportionality Percentage (MPP) to be 0.22%. English learners in our District have access to the following items that other students do not: English learner supplementary materials in the core subjects as well as according to need (these have included pictorial dictionaries, personal dictionaries, pictorial input, workbooks, high/low literature, language board games, and other materials); web-based, English language support in the area of English (currently through Rosetta Stone); and testing during the summer to determine skill level and placement. The summer testing alone accounts quantitatively for the 0.22% MPP.

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.