

Introduction:

LEA: Wheatland Elementary School District **Contact (Name, Title, Email, Phone Number):** Craig Guensler, Superintendent, cguensler@wheatland.k12.ca.us, (530) 633-3130
LCAP Year: 2016-17

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>WSD went through series of meetings and surveys to look at the Strategic Planning process, gathering input from key stakeholders and creating a local strategic plan focused around key strategies: Create High Expectations, Embrace Collective Ownership, Prioritize Accountability, Support Quality Instruction, Invest in the Whole Child, and Innovate.</p> <p>From June 2013 to January 2014, the state’s Local Control Funding Formula (LCFF) and LCAP process became a reality for all school districts. So, the district</p>	<p>All of these sessions were about gathering additional feedback/information from our key stakeholders on what actions we needed to take and conditions that needed to be put in place to substantially improve our student academic outcomes.</p> <p>The LCFF/LCAP feedback was continually combined with the original input from the Strategic Planning process. As we reviewed the information, we noted clear actions, themes, trends, and patterns were emerging that WSD</p>

took what we learned from our Strategic Planning process, aligned this information with the state’s 8 LCAP priority areas, and proceeded to carry out additional community stakeholder meetings and surveys on LCFF/LCAP and the alignment to the strategic plan.

Details of Meeting Dates and Stakeholder group:

Board Meetings - January 21, February 18, March 10, April 21, May 19

Staff Meetings – September 28, October 12, October 19, December 7, February 1, March 14, May 12,

Site Council Meetings – August 19, September 10, October 1, September 25, October 8,

November 4, December 2, March 10, March 25, April 28, May 12, June 2

Administration Meetings - January 5, February 15, March 8, April 19, May 3

DELAC Committee Meetings – Oct 7, Jan 28, May 26

Bargain Unit Meetings - December, May

Parent/Community Meetings:

Lone Tree Parent Volunteer Meetings – October 1, May 12

Wheatland Elementary FRC Meetings – August 24, Sept 30

Lone Tree FRC Meetings – September 10, December 10 and March 10

FRC Network Meeting – Monthly

Distinguished Students – Monthly at all sites

Parent/Community Survey - April 10 through May 9

Staff Survey - April 2 through May 9

LCAP Public Hearing – June 9

LCAP to board for approval – June 16

Annual Update:

We hold annual meetings with the Board to discuss our Mission and Vision. With a new Board for 2016-17 we will be holding this meeting again in the fall of 2016. If and when the Board changes the Mission and Vision then we will update the LCAP as well as all other areas in which the Mission and Vision are stated.

needed to carry out to meet the needs of students in order to ensure College and Career Readiness for all, but especially English Learners (ELs), Low Income (LI), and foster youth (FY).

We tried to ensure that the diversity of the district was well represented.

We used these meetings and the surveys as a way to inform, educate, and gather input and feedback from critical stakeholders: Parents, students, teachers, principals, community partners, and community organizations. The Superintendent wrote the LCAP with input received from all stakeholders. This information was essential in developing the District LCAP.

We focused on a review of the LCFF/LCAP legislation/ requirements, strategic plan key strategies and alignment with 8 state priorities, WSD quantitative and qualitative data, budgets, and initial LCAP draft. Stakeholder feedback, concerns, and questions were collected and actions were included in the LCAP regarding academic, social/emotional, and stakeholder involvement services for all students, but especially for English Learners (ELs), Low Income (LI), and foster youth (FY).

Board meetings that were focused on LCFF/LCAP were additional opportunities for the community to give feedback on the LCAP plan.

The draft LCAP presentation and updated iterations are posted on the district website for public review and feedback. The feedback and questions from stakeholders about the draft LCAP were responded to in writing, posted on the District website, and used to build the LCAP.

Annual Update:

All of these sessions were about gathering additional feedback/information from our key stakeholders on what actions we needed to take and conditions that needed to be put in place to substantially improve our student academic outcomes.

Meetings were held as follows at the sites:

Lone Tree: Site Council on October 1 and May 12 - Staff Meetings on September 28, October 19, January 11 Lone Tree ELAC on Oct 7, Jan 28, May 26

Bear River - Site Council on Staff Meetings on Bear River ELAC on Oct 7, Jan 28, May 26

Wheatland Elementary - Site Council on Sept 30 and May 25 - Staff Meetings on August 24 and August 31

Wheatland Elem ELAC on Oct 7, Jan 28, May 26

The LCFF/LCAP feedback was continually combined with the original input from the Strategic Planning process. As we reviewed the information, we noted clear actions, themes, trends, and patterns were emerging that WSD needed to carry out to meet the needs of students in order to ensure College and Career Readiness for all, but especially English Learners (ELs), Low Income (LI), and foster youth (FY).

We tried to ensure that the diversity of the district was wellrepresented. We used these meetings and the surveys as a way to inform, educate, and gather input and feedback from critical stakeholders: Parents, students, teachers, principals, community partners, and community organizations. The Superintendent wrote the LCAP with input received from all stakeholders. This information was essential in developing the District LCAP.

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Board meetings that were focused on LCFF/LCAP were additional opportunities for the community to give feedback on the LCAP plan. The draft LCAP presentation and updated iterations are posted on the district website for public review and feedback. The feedback and questions from stakeholders about the draft LCAP were responded to in writing, posted on the District website, and used to build the LCAP. We have received very little input but what we receive we value.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Improve student achievement for all students</p> <p>Accelerate student learning increases for ELL and low income students</p> <p>Improve collaboration and autonomy at schools</p> <p>Improve instructional practice through professional development and professional learning communities at schools</p> <p>Integrate technology in classrooms to improve student learning</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Ensure students have access and enrollment in all required courses of study. Beginning in 2014-15, growth will be measured using CAASP. Based on 2015-2016 API, set new goals. Increase % students who are ready for next grade level in Math. Increase % proficient on annual CELDT Increase % students reclassified Decrease achievement gap on standardized tests Implementation of collaboration time & professional learning at all schools - Monthly minimum days provided for this Ensure implementation of CCSS for all students, including EL students Update Technology Master Plan annually Students will successfully participate in SBAC testing</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Continue to provide full complement of specified courses for students in grades 6-8 CAASP targets to be determined each year by using baseline data API targets to be determined each year by using baseline data % students who are ready for next grade level in math will increase CELDT proficiency will increase EL reclassification rate will increase Double 1.1 Targets for LI, EL, FY students Establish baselines using survey Establish baselines for common core and/or state standard implementation using a new observational tool Establish baseline measures Set targets using annual baseline data
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure TK class size reduction to average of 24 students Expand transitional kindergarten and send teachers to trainings Ensure K – 3rd grade class size reduction to average of 24 students Expand EL Programs Library books, science & arts materials refresh Continue accelerated reader at K-8 Expand & improve career ready programs & services Expand innovative STEM opportunities	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Added Teacher 0000: Unrestricted Base \$175,385 Added Staff 0000: Unrestricted Supplemental \$247,892 Para Educators 0000: Unrestricted Title I \$50,400 EI Program Enhancements 0000: Unrestricted Title II \$11,313 Other 0
Increase Para Ed services for English Language Learner, Foster Youth and Limited Income students Counseling and Psychological Services for All schools Increase services for English Language Learner assessment, reclassification processes and materials Continue the full-services learning center model at all schools Continue to work with middle school to improve learning of targeted skills for target students Offer and Opportunity Program at grades 6-8	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0000: Unrestricted Base \$110,000 0000: Unrestricted Supplemental \$110,000
Implementation of collaboration time & professional learning at all schools Decentralize funding to schools for implementation of school plans	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Instructional leadership academy, academic grants 0000: Unrestricted Base \$25,000.00 0000: Unrestricted Supplemental \$25,000.00

<p>Meet with sites 3 times a year to look at budgets and expenditures</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Title II \$50,000.00 Other \$50,000</p>
<p>Implementation of CCSS, ELL standards, Next Generation Science standards in all schools Use teacher evaluations and student feedback surveys to improve student outcomes Provide additional calendar days for teacher professional development</p>	<p>All for this goal</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$150,000.00</p>
<p>Use data system of formative, interim & summative assessments for regular school year Hire and retain a full time Tech for Lone Tree and Bear River and part time tech for Wheatland Elem Upgrade and install infrastructure necessary for one-to-one Initiative & sustaining district network Provide technology devices for students Provide adaptive curriculum for special needs students, software for digital resources, teaching carts and technology curriculum</p>	<p>All for this goal</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>0000: Unrestricted Base \$158,000 0000: Unrestricted Title I \$60,000 Lottery \$40,000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Continue to provide full complement of specified courses for students in grades 6-8
 CAASP targets to be determined each year by using baseline data
 API targets to be determined each year by using baseline data
 % students who are ready for next grade level in math will increase
 CELDT proficiency will increase
 EL reclassification rate will increase
 Double 1.1 Targets for LI, EL, FY students
 Establish baselines using survey
 Establish baselines for common core and/or state standard implementation using a new observational tool
 Establish baseline measures
 Set targets using annual baseline data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure TK class size reduction to average of 24 students Expand transitional kindergarten and send teachers to trainings Ensure K – 3rd grade class size reduction to average of 24 students Expand EL Programs Library books, science & arts materials refresh Continue accelerated reader at K-8 Expand & improve career ready programs & services Expand innovative STEM opportunities	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$184,585 Supplemental \$252,315 Title I \$50,000 Title II \$5,000 Title III \$8100
Increase Para Ed services for English Language Learner, Foster Youth and Limited Income students Counseling and Psychological Services for All schools Increase services for English Language Learner assessment, reclassification processes and materials Continue the full-services learning center model at all schools Continue to work with middle school to improve learning of targeted skills for target students Offer and Opportunity Program at grades 6-8	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$110,000 Supplemental \$115,000
Implementation of collaboration time & professional learning at all schools Decentralize funding to schools for implementation of school plans	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Instructional leadership academy, academic grants Base \$25,000 Supplemental \$25,000

<p>Meet with sites 3 times a year to look at budgets and expenditures</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Title II \$50,000 Other \$50,000</p>
<p>Implementation of CCSS, ELL standards, Next Generation Science standards in all schools Use teacher evaluations and student feedback surveys to improve student outcomes Provide additional calendar days for teacher professional development</p>	<p>All for this goal</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$154,500</p>
<p>Use data system of formative, interim & summative assessments for regular school year Hire and retain a full time Tech for Lone Tree and Bear River and part time tech for Wheatland Elem Upgrade and install infrastructure necessary for one-to-one Initiative & sustaining district network Provide technology devices for students Provide adaptive curriculum for special needs students, software for digital resources, teaching carts and technology curriculum</p>	<p>All for this goal</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$175,000 Lottery \$50,000 Title I \$50,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Continue to provide full complement of specified courses for students in grades 6-8
 CAASP targets to be determined each year by using baseline data
 API targets to be determined each year by using baseline data
 % students who are ready for next grade level in math will increase
 CELDT proficiency will increase
 EL reclassification rate will increase
 Double 1.1 Targets for LI, EL, FY students
 Establish baselines using survey
 Establish baselines for common core and/or state standard implementation using a new observational tool
 Establish baseline measures
 Set targets using annual baseline data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure TK class size reduction to average of 24 students Expand transitional kindergarten Ensure K – 3rd grade class size reduction to average of 24 students Expand EL Programs Library book, science & arts materials refresh & accelerated reader at K-8 Expand & improve career ready programs & services Expand innovative STEM opportunity	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$184,585 Supplemental \$252,315 Title I \$50,000 Title II \$5,000 Title III \$8,100
Increase Para Ed services for English Language Learner, Foster Youth and Limited Income students Counseling and Psychological Services for All schools Increase services for English Language Learner assessment, reclassification processes and materials Continue the full-services learning center model at all schools Continue to work with middle school to improve learning of targeted skills for target students Offer and Opportunity Program at grades 6-8	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$110,000 Supplemental \$115,000
Implementation of collaboration time & professional learning at all schools Decentralize funding to schools for implementation of school plans Meet with sites 3 times a year to look at budgets and	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Instructional leadership academy, academic grants Base \$25,000 Supplemental \$25,000 Title II \$50,000

<p>expenditures</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Other \$50,000</p>
<p>Implementation of CCSS, ELL standards, Next Generation Science standards in all schools Use teacher evaluations and student feedback surveys to improve student outcomes Provide additional calendar days for teacher professional development</p>	<p>All for this goal</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base 154,500.00</p>
<p>Use data system of formative, interim & summative assessments for regular school year Hire and retain a full time Tech for Lone Tree and Bear River and part time tech for Wheatland Elem Upgrade and install infrastructure necessary for one-to-one Initiative & sustaining district network Provide technology devices for students Provide adaptive curriculum for special needs students, software for digital resources, teaching carts and technology curriculum</p>	<p>All for this goal</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$158,000 Lottery \$45,000 Title I \$60,000</p>

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

GOAL 2:	Conditions of Learning	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
	Recruit and train high quality teachers and principals	
	Improve data collection and management systems	
	Provide basic services to all students	

Identified Need :	Increase number of teachers & principals rated as proficient or exceptional. Hire the Highly Qualified teachers and Principals when openings happen. Increase share of classified employees who stay and become exceptional. Conduct data needs assessment Establish data collection and data sharing protocols Develop regular data reporting process % teacher miss-assignments: should equal 0% % teacher miss-assignments of English Learners: should equal 0% % students with own assigned textbook or tablet: should equal 100% Increase % of facilities with overall rating of 'Good' or 'Exemplary' on Williams' Visit Report:
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Establish baseline using new evaluation tool Monitor Percentage (%) of highly qualified teachers and principals Establish baseline measure of staff that need to improve Ensure 0% miss-assignments rates Ensure Williams certification finds that 100% students have access to standards aligned materials Increase % facilities with Good/Exemplary rating
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use job fairs & university recruitment to hire high quality staff; Implement strategy for teacher / principal retention	All for this goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Year 1 use funds to base budget and federal grants to hire hard to find teachers Base \$226,600

		_ Other Subgroups: (Specify)	
Add Director position for data collection, entry, LCAP implementation & program implementation	All for this goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Use funds to employ a Director Position - Stipend Base \$7,500.
Adding Teachers for Electives Adding New Adoptions aligned to common core Add Technology to all sites Maintain current staffing - 69 FTE for Certified		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	TCIP and Miss Assignment Title II \$5,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Establish baseline using new evaluation tool Monitor Percentage (%) of highly qualified teachers and principals Establish baseline measure of staff that need to improve Ensure 0% miss-assignments rates Ensure Williams certification finds that 100% students have access to standards aligned materials Increase % facilities with Good/Exemplary rating
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use job fairs & university recruitment to hire high quality staff; Implement strategy for teacher / principal retention	All for this goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Year 1 use funds to base budget and federal grants to hire hard to find teachers Base \$226,600

		(Specify)	
Add Director position for data collection, entry, LCAP implementation & program implementation	All for this goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Use funds to employ a Director Position Base \$175,000
Adding Teachers for Electives Adding New Adoptions aligned to common core Add Technology to all sites Maintain current staffing - 69 FTE for Certified		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	TCIP and Miss Assignment Title II \$5,000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Establish baseline using new evaluation tool Monitor Percentage (%) of highly qualified teachers and principals Establish baseline measure of staff that need to improve Ensure 0% miss-assignments rates Ensure Williams certification finds that 100% students have access to standards aligned materials Increase % facilities with Good/Exemplary rating		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use job fairs & university recruitment to hire high quality staff; Implement strategy for teacher / principal retention	All for this goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Year 1 use funds to base budget and federal grants to hire hard to find teachers Base \$226,600

<p>Add Director position for data collection, entry, LCAP implementation & program implementation</p>	<p>All for this goal</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Use funds to employ a Director Position Base \$175,000</p>
<p>Adding Teachers for Electives Adding New Adoptions aligned to common core Add Technology to all sites Maintain current staffing - 69 FTE for Certified</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>TCIP and Miss Assignment Title II \$5,000</p>

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

<p>GOAL 3:</p>	<p>Engagement</p> <p>Increase parent engagement, involvement, and satisfaction</p> <p>Increase community engagement and satisfaction</p> <p>Allocate services to ELL and low income students</p> <p>Improve student engagement and climate outcomes</p> <p>Improve practices that build trust through transparency, data sharing, and communication</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Increase parent engagement, involvement, and satisfaction</p> <p>Increase of parents who complete Healthy Kids Parent Survey</p> <p>Increase community engagement and satisfaction</p> <p>Increase attendance rates for underserved students ,</p> <p>Decrease suspensions and expulsions for underserved groups</p> <p>Increase cohort promotion rate for underserved groups .</p> <p>Increase school attendance rates</p> <p>Decrease % students chronically absent</p> <p>Decrease # of middle school dropouts</p> <p>Decrease # of out-of-school suspensions</p> <p>Decrease # of expulsions</p> <p>Increase Healthy Kids Survey School Climate Index</p> <p>Increase % students meeting at least 5 of 6 PFT fitness standards</p> <p>Improve communication to stakeholders and increase external communications through website and media</p> <p>Ensure staff roles and responsibilities are clear and transparent</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups: Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only/ Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth</p>	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Establish parent survey Healthy Kids Parent Survey response rate will increase by 10% Establish community survey baselines ADA rate for under served groups will increase by 0.5% # of suspensions/expulsions of under served groups will decrease by 5% Cohort promotion rate for under served groups will increase by 3%. School attendance rates will increase by 0.5 % for all schools with lower than 97% attendance rate % of students chronically absent will decrease by 2% # of middle school dropouts will decrease by 5% # of out-of-school suspensions will decrease by 3% Maintain low level of expulsions Increase Healthy Kids survey School Climate Index by 5% % students meeting at least 5 of 6 PFT standards Establish measure baselines
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase services in schools for parents Coordination of all services Continue to make our schools community schools Seek volunteers Lower barriers for parent volunteers Increase participation from Parents and Community Members	All for this goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$83,651
Increase involvement & provide access community based organizations and businesses	All for this goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase involvement & provide access community based organizations and businesses with \$4000 in base budget funding Base \$4,000
Implement the English Language Learner master plan Provide counseling & psychological services for All schools	All for this goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	After School Education and Safety (ASES) \$52,000

<p>Provide intervention classes for all schools Provide technology at all schools</p>		<p><input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Enhance the implementation of Renaissance Provide for basic student safety and social-emotional support Support and expand the Safe, Supportive School grant funding after state grant funds Increase services for students and provide coordination to arts and gifted programs, as well as training for teachers Add extracurricular Programs and support for coordination within schools</p>	<p>All for this goal</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$78,000</p>
<p>Fully implement & report on LCAP; implement Two-way communication plan including social media; share data publicly</p>	<p>All for this goal</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$25,000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Establish parent survey Healthy Kids Parent Survey response rate will increase by 10% Establish community survey baselines ADA rate for under served groups will increase by 0.5% # of suspensions/expulsions of under served groups will decrease by 5% Cohort promotion rate for under served groups will increase by 3%. School attendance rates will increase by 0.5 % for all schools with lower than 97% attendance rate % of students chronically absent will decrease by 2% # of middle school dropouts will decrease by 5% # of out-of-school suspensions will decrease by 3% Maintain low level of expulsions Increase Healthy Kids survey School Climate Index by 5% % students meeting at least 5 of 6 PFT standards Establish measure baselines
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase services in schools for parents Coordination of all services Continue to make our schools community schools Seek volunteers Lower barriers for parent volunteers Increase participation from Parents and Community Members	All for this goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$103,000
Increase involvement & provide access community based organizations and businesses	All for this goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase involvement & provide access community based organizations and businesses with \$4000 in base budget funding Base \$4,000
Implement the English Language Learner master plan Provide counseling & psychological services for All schools	All for this goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Base \$55,000 Supplemental \$55,000

<p>Provide intervention classes for all schools Provide technology at all schools</p>		<p><input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Enhance the implementation of Renaissance Provide for basic student safety and social-emotional support Support and expand the Safe, Supportive School grant funding after state grant funds Increase services for students and provide coordination to arts and gifted programs, as well as training for teachers Add extracurricular Programs and support for coordination within schools</p>	<p>All for this goal</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$78,000</p>
<p>Fully implement & report on LCAP; implement Two-way communication plan including social media; share data publicly</p>	<p>All for this goal</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$25,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Establish parent survey Healthy Kids Parent Survey response rate will increase by 10% Establish community survey baselines ADA rate for under served groups will increase by 0.5% # of suspensions/expulsions of under served groups will decrease by 5% Cohort promotion rate for under served groups will increase by 3%. School attendance rates will increase by 0.5 % for all schools with lower than 97% attendance rate % of students chronically absent will decrease by 2% # of middle school dropouts will decrease by 5% # of out-of-school suspensions will decrease by 3% Maintain low level of expulsions Increase Healthy Kids survey School Climate Index by 5% % students meeting at least 5 of 6 PFT standards Establish measure baselines
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase services in schools for parents Coordination of all services Continue to make our schools community schools Seek volunteers Lower barriers for parent volunteers Increase participation from Parents and Community Members	All for this goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base \$103,000
Increase involvement & provide access community based organizations and businesses	All for this goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase involvement & provide access community based organizations and businesses with \$4000 in base budget funding Base \$4,000
Implement the English Language Learner master plan Provide counseling & psychological services for All schools	All for this goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Base \$55,000 Supplemental \$55,000

<p>Provide intervention classes for all schools Provide technology at all schools</p>		<p><input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Enhance the implementation of Renaissance Provide for basic student safety and social-emotional support Support and expand the Safe, Supportive School grant funding after state grant funds Increase services for students and provide coordination to arts and gifted programs, as well as training for teachers Add extracurricular Programs and support for coordination within schools</p>	<p>All for this goal</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$78,000</p>
<p>Fully implement & report on LCAP; implement Two-way communication plan including social media; share data publicly</p>	<p>All for this goal</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$25,000</p>

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Improve student achievement for all students		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy, All Elementary Schools, All Middle Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth	Actual Annual Measurable Outcomes:	We continue to provide full complement of specified courses for students in grades 6-8. CAASP targets were determined No API targets have been determined at this point. The percent of students who are ready for next grade level in math has increased but the new math is still difficult for the students.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Ensure TK class size reduction to average of 24 students Expand transitional kindergarten Ensure K – 3rd grade class size reduction to average of 24 students Expand EL Programs Library book, science & arts materials refresh & accelerated reader at K-8 Expand & improve career ready programs & services Expand innovative STEM opportunity	Year 1-3 Additional staff added if necessary Materials, supplies & staff from base budget Books, materials & supplies \$ from base budget with \$ in supplemental & concentration grants – See Exhibit B Add staff, programs & services from supplemental & concentration grants Implementation of STEM Lab for schools \$ from supplemental, concentration grants – See Exhibit B Objects: 1xxx, 2xxx, 3xxx, 4xxx 0000: Unrestricted Base \$154,400 0000: Unrestricted Supplemental	We kept our TK class size reduction to average of 24 students or less this year. Although we had to do a TK/Kdg combo class we still kept our numbers below the state required number of 24. We did not expand transitional kindergarten to additional classrooms as we did not have the enrollment but we did send our staff to a few trainings on how to properly implement TK classes. We ensured that our K – 3rd grade class size reduction to average of 24 students Our EL program expanded and our	0000: Unrestricted Base \$154,400 0000: Unrestricted Supplemental \$188,344 0000: Unrestricted Title I \$58,460 Title II \$7,570 Title III \$12,609 Other	

	<p>\$190,000</p> <p>0000: Unrestricted Title I \$50,000</p> <p>Title II \$5,000</p> <p>Title III \$8,100</p>	<p>numbers grew slightly</p> <p>We purchased additional Library books, science & arts materials and we refresh our accelerated reader at K-8</p> <p>No changes to our career ready programs & services</p> <p>We applied for and received a small STEM grant which we used in our after school program to run a Robotics class.</p>	
<p>Scope of Service</p> <p>Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We are reorganizing the LCAP to move from 13 goals to 3 large goals</p>		

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

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

Original GOAL 2 from prior year LCAP:	Accelerate student learning increases for ELL and low income students		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify		
Goal Applies to:	Schools:	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy, All Elementary Schools, All Middle Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade			
	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth			
Expected Annual Measurable Outcomes:	CELDT proficiency will increase EL reclassification rate will increase Double 1.1 Targets for LI, EL, FY students		Actual Annual Measurable Outcomes:	CELDT proficiency did not increase EL reclassification rate did not increase We did increase 1.1 Targets for LI, EL, FY students	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>Increase Para Ed services for English Language Learner, Foster Youth and Limited Income students Counseling and psychological services for highest needs schools Increase services for English Language Learner assessment, reclassification processes and materials Implement the full-services learning center model at schools Add staffing at middle school to improve learning of targeted students at high need schools Continue to provide out-of-school time services to highest need students Add/increase music to all schools</p>		<p>Year 1 - 3 Increase hours and number of para educators in grades Kdg and 1st grade using \$ insupplemental & concentration grant funds (See Exhibit B) Provide additional counselors and psychologists time for students in highest needs schools with \$ in supplemental & concentration funds (See Exhibit B) Increase and improve ELL assessment & reclassification services & materials with \$ in supplemental & concentration funds See Exhibit B) Implement the fullservices learning center model at one school in 2014-15, 2015-16, 2016-17 with \$ in supplemental & concentration funds (See Exhibit B) Objects: 1xxx, 2xxx,</p>	<p>We did slightly increase our Para Ed services for English Language Learner, Foster Youth and Limited Income students We continued our Counseling and psychological services for all our school sites We hired our own school psychologist instead of using the county We increase services for English Language Learners. We looked at the reclassification processes and materials and plan to continue to make improvements We continued to work on the full-services learning center model at our schools We added one staff member at Bear River middle school to improve learning of targeted</p>		<p>0000: Unrestricted Base \$111,000 0000: Unrestricted Supplemental \$106,000 0000: Unrestricted Other</p>

	3xxx, 4xxx, Base \$100,000 <hr/> Supplemental \$111,000 <hr/> Other	students at high need schools We offered ESY services to continue to provide out-of-school time services to highest need students We added music to all schools and will continue to do so	
Scope of Service Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy		Scope of Service Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		_ All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are reorganizing the LCAP to move from 13 goals to 3 large goals		

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

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Original GOAL 3 from prior year LCAP:	Improve collaboration and autonomy at schools	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify
Goal Applies to:	Schools: Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy, All Elementary Schools, All Middle Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade Applicable Pupil Subgroups: Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth	
Expected Annual Measurable Outcomes:	Establish baselines using new survey	Actual Annual Measurable Outcomes: No Survey was established
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Implementation of collaboration time & professional learning at all schools Decentralize funding to schools for implementation of school plans	Year 1 Instructional leadership academy, academic conferencing & data analysis using \$ in state CCSS and federal Title I & Title II funds – See Exhibit B Direct allocation to schools using \$ in supplemental & concentration grants – See Exhibit B Year 2-3 Continue instructional leadership academy, academic conferencing & data analysis using \$ from supplemental & concentration and \$ federal Title I & Title II grants – See Exhibit B Direct allocation to schools using \$ in supplemental & concentration grants – See Exhibit B Objects: 4xxx	We continued to the implementation of collaboration time & professional learning at all schools We continue to work with school sites on their funding We make sure the school sites tie their funding to their school site plans 0000: Unrestricted Base \$25,000 0000: Unrestricted Supplemental \$25,000 0000: Unrestricted Title II \$25,000 Other

		0000: Unrestricted California Partnership Academies \$25,000		
		0000: Unrestricted Supplemental \$25,000		
		1000-1999: Certificated Personnel Salaries Title II \$25,000		
		Other		
Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy		Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We are reorganizing the LCAP to move from 13 goals to 3 large goals		

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Original GOAL 4 from prior year LCAP:	Recruit and train high quality teachers and principals		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy, All Elementary Schools, All Middle Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade		
	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth		
Expected Annual Measurable Outcomes:	Increase of high quality staff through retention and evaluation		Actual Annual Measurable Outcomes:	We released two teachers because they did not meet the high standard we have set
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Use job fairs & university recruitment to hire high quality staff; Implement strategy for teacher / principal retention		Year 1 Use \$ in base budget and federal grants to hire hard to find teachers – See Exhibit B Year 2-3 Use \$ in base budget and federal grants to hire hard to find teachers; improve competitive salary position for teachers & principals – See Exhibit B Objects: 1xxx, 3xxx - Base \$220,000 Other	We did not use job fairs & university recruitment to hire high quality staff. We did have a few openings this year and we used Edjoin to fill the positions. We are releasing two of our newly hired as they did not meet the criteria for us to retain them. We have not had a retention problem this year so we have not had to implement strategy for teacher / principal retention	
Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy		Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are reorganizing the LCAP to move from 13 goals to 3 large goals		

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Original GOAL 5 from prior year LCAP:	Improve instructional practice through professional development and professional learning communities at schools		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy, All Elementary Schools, All Middle Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade		
Expected Annual Measurable Outcomes:	Establish baselines using new observational tool	Actual Annual Measurable Outcomes:	No new observation tool was developed - This goal is ongoing	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Implementation of CCSS,ELL standards, Next Generation Science standards in all schools Use teacher evaluation and student feedback surveys to improve student outcomes Provide additional calendar days for teacher professional development	Year 1 Provide professional coaches, data support tools, professional development & supervision using \$ in state CCSS funds and \$ in Title II and \$ in supplemental & concentration grant funds – See Exhibit B Create & implement teacher evaluation and student feedback surveys with \$ in base budget – See Exhibit B Provide additional calendar days for teacher professional development using \$ in supplemental & concentration funds – See Exhibit B Objects: 1xxx, 3xxx, 4xxx Year 2-3 Provide professional coaches, data support tools,	We implemented standards for CCSS,ELL standards, Next Generation Science standards in all schools We have begun to use teacher evaluations to help improve student outcomes. We have not start a student feedback survey to improve student outcomes We offer a few additional calendar days for teacher professional development in technology but have not implemented it with other needs. We are told that they would not come even if we pay them to come to summer trainings. We will continue to explore this idea.	0000: Unrestricted Base \$130,000 0000: Unrestricted Other	

	<p>professional development & supervision using \$ in state CCSS funds and \$ in Title II and \$ in supplemental & concentration grant funds – See Exhibit B Implement teacher evaluation and student feedback surveys with \$ in base budget – See Exhibit B Provide additional calendar days for teacher professional development using \$ in supplemental & concentration funds – See Exhibit B B Objects: 1xxx, 3xxx, 4xxx 0000: Unrestricted Base \$150,000</p> <hr/> <p>Supplemental</p> <hr/> <p>Concentration</p> <hr/> <p>Title II</p> <hr/> <p>Common Core Standards Implementation Funds</p>		
<p>Scope of Service</p> <p>Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy</p>		<p>Scope of Service</p> <p>Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We are reorganizing the LCAP to move from 13 goals to 3 large goals</p>		

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Original GOAL 6 from prior year LCAP:	Increase parent engagement, involvement, and satisfaction		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy, All Elementary Schools, All Middle Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth		
Expected Annual Measurable Outcomes:	Establish parent survey baselines Healthy Kids Parent Survey response rate will increase by 10%	Actual Annual Measurable Outcomes:	No Healthy Kids Survey this year. Parent volunteers have actually decreased this year which is not what we want to see	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
Increase services in schools for parent liaison, coordination of full services community schools & volunteers & lower barriers for parent volunteers & participation	Budgeted Expenditures	Due to lack of funding we did not employ a parent liaison. Our counselors coordinate some service for our schools. We have parent volunteers on field trips and in some classrooms. We need to continue to work of ways to lower barriers for parent volunteers & get them to participate more. We are having a difficult time getting them to help with fundraising and sports at the middle school.	Estimated Actual Annual Expenditures	
	Year 1-3 Add parent liaison for targeted schools for full services community schools foundation & volunteer coordination using \$ in supplemental & concentration grants – See Exhibit B 0000: Unrestricted Base \$100,000 Other		0000: Unrestricted Base \$75,000 0000: Unrestricted Other	

Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy		Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We are reorganizing the LCAP to move from 13 goals to 3 large goals			

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Original GOAL 7 from prior year LCAP:	Increase community engagement and satisfaction		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy, All Elementary Schools, All Middle Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade		
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Expected Annual Measurable Outcomes:	Establish community survey baselines		Actual Annual Measurable Outcomes:	No actual survey was constructed but based on general feedback the community is very satisfied with our schools
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Increase involvement & provide access community based organizations and businesses		Year 1-3 Increase involvement & provide access community based organizations and businesses with \$ in base budget funding – See Exhibit B 0000: Unrestricted Base \$4,000	We have worked to increase the involvement & provide access community based organizations and businesses. We have seen an increase in the use of our facilities and have seen an increase in how the organizations and businesses have supported us	
Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy		Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
OR:			OR:	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
	<p>Year 1-3 Increase involvement & provide access community based organizations and businesses with \$ in base budget funding – See Exhibit B Base \$1.00</p>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy</td> </tr> </table>	Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy</td> </tr> </table>	Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy	
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Original GOAL 8 from prior year LCAP:	Allocate services to ELL and low income students		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy, All Elementary Schools, All Middle Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade		
	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth		
Expected Annual Measurable Outcomes:	ADA rate for underserved groups will increase by 0.5%	Actual Annual Measurable Outcomes:	Our ADA did not increase	
	# of suspensions/expulsions of underserved groups will decrease by 5%		Our suspensions and expulsions did not decrease	
	Cohort promotion rate for underserved groups will increase by 3%		Our promotion rate did not increase	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Implement the 2014 English Language Learner master plan Provide counseling & psychological services for whole school intervention Provide technology coaches at targeted schools	Year 1-3 Add staffing including professional development coaches & materials with \$ from supplemental & concentration funds and \$ from state/federal grants – See Exhibit B Provide counseling & psychological services for the whole school intervention school using \$ from supplemental & concentration funds – See Exhibit B Use \$ in supplemental & concentration funds to provide technology coaches at schools – See Exhibit B 0000: Unrestricted Base \$40,000 Supplemental	We implement the 2014 English Language Learner master plan We continue to provide counseling & psychological services for whole school intervention We do provide technology paras at all schools and increased the amount of time at the middle school Added Psychologist	0000: Unrestricted Base \$86,000 0000: Unrestricted Base	

		Concentration		
Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy		Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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Original GOAL 9 from prior year LCAP:	Improve student engagement and climate outcomes		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy, All Elementary Schools, All Middle Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade		
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Expected Annual Measurable Outcomes:	School attendance rates will increase by 0.5% for all schools with lower than 97% attendance rate % students chronically absent will decrease by 2% # of middle school dropouts will decrease by 5% # of out-of-school suspensions will decrease by 3% Maintain low level of expulsions Increase Healthy Kids Survey School Climate Index		Actual Annual Measurable Outcomes:	The School attendance rates did not increase by 0.5% for all schools with lower than 97% attendance rate the % of students chronically absent did not decrease by 2% The number # of middle school dropouts did decrease the # of out-of-school suspensions increased this year Maintain low level of expulsions - We had more this year then we have had in many years - Mostly drug related Increase Healthy Kids Survey School Climate - The survey was not given this year
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures		
Enhance the implementation of Renaissance Provide for basic student safety and social-emotional support Support and expand the Safe, Supportive School grant funding after state grant funds end in 2013-14 Increase services for students and provide coordination to arts and gifted programs, as well as training for teachers Add extracurricular Programs and support for coordination within	Year 1-3 Enhance the implementation of Renaissance using \$ in supplemental & concentration grant funds – See Exhibit B Provide for basic student safety and social-emotional support using \$ in base budget funds and \$ in supplemental & concentration grant funds – See Exhibit B Use \$ in supplemental & concentration grant funds to support	The school did enhance the implementation of Renaissance We continue to provide for basic student safety and social-emotional support We did not receive any more grant funding to support and expand the Safe, Supportive School but we continue to provide support in these areas even after the state grant funds ended in 2013-14 We had some services for students and provide coordination to arts and gifted	0000: Unrestricted Supplemental \$70,000 0000: Unrestricted Base	

<p>schools</p>	<p>and expand the Safe, Supportive School programs – See Exhibit B Use \$ in base budget funding and \$ in supplemental & concentration funds to increase services for students and provide coordination to arts and gifted programs, as well as training for teachers – See Exhibit B Use \$ in supplemental and concentration grant funding to add extracurricular programs and support for coordination within schools – See Exhibit B 0000: Unrestricted Supplemental \$78,000 Concentration</p>	<p>programs. We had some teachers attend some trainings. We did no add any extracurricular Programs and support for coordination within schools</p>									
<table border="1"> <tr> <td data-bbox="100 638 243 837">Scope of Service</td> <td data-bbox="243 638 569 837">Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy</td> </tr> <tr> <td colspan="2" data-bbox="100 837 569 1149"> <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy	<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1031 638 1182 837">Scope of Service</td> <td data-bbox="1182 638 1514 837">Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy</td> </tr> <tr> <td colspan="2" data-bbox="1031 837 1514 1149"> <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy	<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		
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Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy										
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<p>Enhance the implementation of Renaissance Provide for basic student safety and social-emotional support Support and expand the Safe, Supportive School grant funding after state grant funds end Increase services for students and provide coordination to arts and gifted programs, as well as training for teachers</p>	<p>Year 1-3 Enhance the implementation of Renaissance using \$ in supplemental & concentration grant funds – See Exhibit B Provide for basic student safety and social-emotional support using \$ in base budget funds and \$ in supplemental & concentration grant funds – See Exhibit B</p>	<p>The school did enhance the implementation of Renaissance We continue to provide for basic student safety and social-emotional support We did not receive any more grant funding to support and expand the Safe, Supportive School but we continue to provide support in these areas even after the state grant funds ended in 2013-14</p>									

<p>Add extracurricular Programs and support for coordination within schools</p>	<p>Use \$ in supplemental & concentration grant funds to support and expand the Safe, Supportive School programs – See Exhibit B Use \$ in base budget funding and \$ in supplemental & concentration funds to increase services for students and provide coordination to arts and gifted programs, as well as training for teachers – See Exhibit B Use \$ in supplemental and concentration grant funding to add extracurricular programs and support for coordination within schools – See Exhibit B</p> <hr/> <p>Supplemental \$1.00</p> <hr/> <p>Concentration \$1.00</p> <hr/> <p>Other \$1.00</p>	<p>We had some services for students and provide coordination to arts and gifted programs. We had some teachers attend some trainings. We did no add any extracurricular Programs and support for coordination within schools</p>	
<p>Scope of Service</p> <p>Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy</p>		<p>Scope of Service</p> <p>Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We are reorganizing the LCAP to move from 13 goals to 3 large goals</p>		

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

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

Original GOAL 10 from prior year LCAP:	Improve practices that build trust through transparency, data sharing, and communication		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy, All Elementary Schools, All Middle Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade		
	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth		
Expected Annual Measurable Outcomes:	Establish measure baselines		Actual Annual Measurable Outcomes:	We have not measured this goal
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly		Year 1-3 Use \$ base budget funds to fully implement & report on LCAP; implement twoway communication plan including social media; share data publicly – See Exhibit B 0000: Unrestricted Base \$25,000	we have attempted to fully implement & report on LCAP; We have continued to increase more two-way communication. We have included social media at all sites we continue to share data publicly when appropriate	
Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy		Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils			OR: <input type="checkbox"/> Low Income pupils	

<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We are reorganizing the LCAP to move from 13 goals to 3 large goals</p>		

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Original GOAL 11 from prior year LCAP:	Improve data collection and management systems		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy, All Elementary Schools, All Middle Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade		
	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth		
Expected Annual Measurable Outcomes:	Establish baseline measure		Actual Annual Measurable Outcomes:	We have improved in this area
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Add Director position for data collection, entry, LCAP implementation & program implementation		Year 1-3 Use \$ in supplemental & concentration grant funds to employ a Director Position – See Exhibit B 0000: Unrestricted Base \$7,500 0001-0999: Unrestricted: Locally Defined Base Other	Because of budget constraints we have not been able to add a Director position for data collection, entry, LCAP implementation & program implementation 0000: Unrestricted Base \$7,416 0000: Unrestricted Base	
Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy		Scope of Service	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We are reorganizing the LCAP to move from 13 goals to 3 large goals</p>		

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Original GOAL 12 from prior year LCAP:	Integrate technology in classrooms to improve student learning		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify {rLCAP-Y03-G12-GoalPriISOthDesc}
Goal Applies to:	Schools:	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy, All Elementary Schools, All Middle Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade	
	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth	
Expected Annual Measurable Outcomes:	Establish baseline measure Set targets using 2014-15 baseline data	Actual Annual Measurable Outcomes:	We have set the target and have surpassed the expectations
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Use data system of formative, interim & summative assessments for regular school year Hire 5 hour Para Ed – Tech for two sites Upgrade and install infrastructure necessary for one-to-one initiative & sustaining district network Provide technology devices for students Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum	Year 1-3 Use \$ state & federal funds for a data system of formative, interim & summative assessments for summer & regular school year – See Exhibit B Use \$ state & federal funds, interim & summative assessments for regular school year – See Exhibit B Use \$ in state/federal funds to Upgrade and install infrastructure necessary for oneto- one initiative & sustaining district network – See Exhibit B Use \$ in district funds to provide technology devices for students – See Exhibit B Use \$ in supplemental,	We are using the data system of formative, interim & summative assessments for regular school year We have added hours to our Para Ed – Tech for two sites and kept the hours to 5 at our smallest site We have upgraded and installed infrastructure necessary for one-to-one initiative & sustaining district network We have begun to provide technology devices for students We continue to provide adaptive curriculum for special needs students when necessary. We have purchased software for digital resources, we have purchased teaching carts & increased our technology curriculum	0000: Unrestricted Base \$400,000 0000: Unrestricted Title I \$60,000 0000: Unrestricted Other

	<p>concentration grants, \$ in base budget, to provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum – See Exhibit B</p> <p>0000: Unrestricted Base \$125,000</p> <p>0000: Unrestricted Common Core Standards Implementation Funds \$350,000</p> <p>0000: Unrestricted Title I \$50,000</p>	<p>No Common Core Funding available</p>	
<p>Scope of Service</p> <p>Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We are reorganizing the LCAP to move from 13 goals to 3 large goals</p>		

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

Original GOAL 13 from prior year LCAP:	Provide basic services to all students	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify {rLCAP-Y03-G13-GoalPriISOthDesc}	
Goal Applies to:	Schools: Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy, All Elementary Schools, All Middle Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade Applicable Pupil Subgroups: Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth		
Expected Annual Measurable Outcomes:	Ensure 0% miss-assignments rates Ensure Williams certification finds that 100% students have access to standards aligned materials Increase % facilities with Good / Exemplary rating	Actual Annual Measurable Outcomes: We have increased our miss-assignments We have certified to 100% on Williams Certification and all students have access to standards and aligned materials All of our facilities have a good or exemplary rating	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Fund as necessary the books, curriculum and materials as needed Fund as necessary all improvements needed at our facilities Fund as necessary any training needed to make sure our teachers are assigned appropriately	0000: Unrestricted Title II \$5,000	We funded as necessary the books, curriculum and materials as needed We funded as necessary all improvements needed at our facilities We funded as necessary any training needed to make sure our teachers are assigned appropriately	0000: Unrestricted Title II \$5,000
Scope of Service		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are reorganizing the LCAP to move from 13 goals to 3 large goals		

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

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$
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B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

<table border="1"><tr><td></td><td>%</td></tr></table>		%
	%	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	1,848,004.00	1,790,799.00	1,744,741.00	2,031,100.00	2,019,100.00	5,794,941.00
After School Education and Safety (ASES)	0.00	0.00	52,000.00	0.00	0.00	52,000.00
Base	925,901.00	1,232,816.00	1,043,136.00	1,315,685.00	1,298,685.00	3,657,506.00
California Partnership Academies	25,000.00	0.00	0.00	0.00	0.00	0.00
Common Core Standards Implementation Funds	350,000.00	0.00	0.00	0.00	0.00	0.00
Concentration	1.00	0.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	40,000.00	50,000.00	45,000.00	135,000.00
Other	1.00	0.00	50,000.00	50,000.00	50,000.00	150,000.00
Supplemental	404,001.00	389,344.00	382,892.00	447,315.00	447,315.00	1,277,522.00
Title I	100,000.00	118,460.00	110,400.00	100,000.00	110,000.00	320,400.00
Title II	35,000.00	37,570.00	66,313.00	60,000.00	60,000.00	186,313.00
Title III	8,100.00	12,609.00	0.00	8,100.00	8,100.00	16,200.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	1,403,900.00	1,770,620.00	972,990.00	0.00	0.00	972,990.00
0000: Unrestricted	1,378,900.00	1,770,620.00	972,990.00	0.00	0.00	972,990.00
1000-1999: Certificated Personnel Salaries	25,000.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	1,403,900.00	1,770,620.00	972,990.00	0.00	0.00	972,990.00
0000: Unrestricted	Base	605,900.00	1,232,816.00	468,385.00	0.00	0.00	468,385.00
0000: Unrestricted	California Partnership Academies	25,000.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Common Core Standards Implementation Funds	350,000.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	293,000.00	389,344.00	382,892.00	0.00	0.00	382,892.00
0000: Unrestricted	Title I	100,000.00	118,460.00	110,400.00	0.00	0.00	110,400.00
0000: Unrestricted	Title II	5,000.00	30,000.00	11,313.00	0.00	0.00	11,313.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
1000-1999: Certificated Personnel Salaries	Title II	25,000.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).