

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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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 school site, 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 52055(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 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.</p> <p>Details of Meeting Dates and Stakeholder group:</p> <p>Board Meetings - January 16, February 20, March 13, April 10, May 15</p> <p>Staff Meetings – September 9, October 28, December 2, February 24, March 17, March 31</p> <p>Site Council Meetings – August 19, September 10, September 16, September 25, October 8, November 4, December 2, March 10, March 25, April 28, May 19, June 2</p> <p>Administration Meetings - January 21, February 18, April 1, May 6</p> <p>DELAC Committee Meetings – January 21, April 1</p> <p>Bargain Unit Meetings - December 13, May 1, May 23, May 30</p> <p>Parent/Community Meetings:</p> <ul style="list-style-type: none"> Lone Tree Parent Volunteer Meetings – September 5, January 13 Wheatland Elementary FRC Meetings – December 9 Lone Tree FRC Meetings – August 27, October 24, January 23 FRC Network Meeting – April 8 Americorps – April 23 Distinguished Students – November 22, January 21, March 28 <p>Parent/Community Survey - April 10 through May 9</p> <p>Staff Survey - April 2 through May 9</p> <p>LCAP Public Hearing – June 12</p> <p>LCAP to board for approval – June 13</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 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).</p> <p>We tried to ensure that the diversity of the district was well-represented.</p> <p>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.</p> <p>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).</p> <p>Board meetings that were focused on LCFF/LCAP were additional opportunities for the community to give feedback on the LCAP plan.</p> <p>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.</p>
<p>Annual Update:</p>	<p>Annual Update:</p>

We hold annual meetings with the Board to discuss our Mission and Vision. With a new Board for 2015-16 we will be holding this meeting again in the fall of 2015. 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.

Meetings were held as follows at the sites:

Lone Tree: Site Council on September 23 - Staff Meetings on August 25 and October 27 - ELAC on January 21 and May 28

Bear River - Site Council on October 1 - Staff Meetings on August 7 and October 5 - ELAC on January 21 and May 28

Wheatland Elementary - Site Council on October 15 and May 27 - Staff Meetings on August 8 and May 4 - ELAC on January 21 and May 28

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.

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 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.

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, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

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 schools sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site 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 school sites 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 school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for 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 school sites?
- 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 school sites, 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?

GOAL:	Improve student achievement for all students		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____
Identified Need:	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.		
Goal Applies to:	Schools:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Continue to provide full complement of specified courses for students in grades 6-8. CAASP targets to be determined using baseline data. API targets to be determined using baseline data. % students who are ready for next grade level in math will increase.		
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	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	- Value(\$407500.00) Funding Sources: LCFF Basic (0000) - \$154400.00, LCFF Supplemental (0000) - \$190000.00, Title I Basic (3010) - \$50000.00, Title II

		Teacher Quality (4035) - \$5000.00, Title III LEP (4203) - \$8100.00
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LCAP Year 2: 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 using baseline data API targets to be determined using baseline data % students who are ready for next grade level in math will increase
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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 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	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) _____	Add one FTE for class size reduction - Value(\$480000.00) Funding Sources: LCFF Basic (0000) - \$174585.00, LCFF Supplemental (0000) - \$242315.00, Title I Basic (3010) - \$50000.00, Title II Teacher Quality (4035) - \$5000.00, Title III LEP (4203) - \$8100.00

LCAP Year 3: 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 using baseline data API targets to be determined using baseline data % students who are ready for next grade level in math will increase
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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 Ensure K – 3rd grade class size reduction to average of 24	Bear River, Lone Tree Elementary,	<input checked="" type="checkbox"/> ALL OR:	- Value(\$500000.00) Funding Sources:

<p>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</p>	<p>Wheatland Elementary, Wheatland Charter Academy</p>	<p>__ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>LCFF Basic (0000) - \$184585.00, LCFF Supplemental (0000) - \$252315.00, Title I Basic (3010) - \$50000.00, Title II Teacher Quality (4035) - \$5000.00, Title III LEP (4203) - \$8100.00</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	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 __ 7 __ 8 __ COE only: 9 __ 10 __ Local: Specify _____
Identified Need:	Increase % proficient on annual CELDT Increase % students reclassified Decrease achievement gap on standardized tests		
Goal Applies to:	Schools:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	CELDT proficiency will increase EL reclassification rate will increase Double 1.1 Targets for LI, EL, FY students		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	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 __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Increase hours and number of para educators in grades Kdg and 1st grade using LCFF funds Provide additional counselors and psychologists time for students in highest needs schools with LCFF funds Increase and improve ELL assessment & reclassification services & materials with

supplemental funds Implement the full-services learning center model - Value(\$211000.00)
 Funding Sources: LCFF Basic (0000) - \$111000.00, LCFF Supplemental (0000) - \$100000.00

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

CELDT proficiency will increase
 EL reclassification rate will increase
 Double 1.1 Targets for LI, EL, FY students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	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) _____	Increase hours and number of para educators in grades Kdg and 1st grade using LCFF funds Provide additional counselors and psychologists time for students in highest needs schools with LCFF funds Increase and improve ELL assessment & reclassification services & materials with supplemental funds Implement the full-services learning center model -

			Value(\$220000.00) Funding Sources: LCFF Basic (0000) - \$110000.00, LCFF Supplemental (0000) - \$110000.00
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	CELDT proficiency will increase EL reclassification rate will increase Double 1.1 Targets for LI, EL, FY students
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy	<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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Increase hours and number of para educators in grades Kdg and 1st grade using LCFF funds Provide additional counselors and psychologists time for students in highest needs schools with LCFF funds Increase and improve ELL assessment & reclassification services & materials with supplemental funds Implement the full-services learning center model - Value(\$225000.00) Funding Sources: LCFF Basic (0000) -

			\$110000.00, LCFF Supplemental (0000) - \$115000.00
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	Improve collaboration and autonomy at schools	Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ COE only: 9 __ 10 __ Local: Specify _____	
Identified Need:	Implementation of collaboration time & professional learning at all schools		
Goal Applies to:	Schools:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Establish baselines using new survey		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of collaboration time & professional learning at all schools Decentralize funding to schools for implementation of school plans	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) _____	Year 1 Instructional leadership academy, academic conferencing & data analysis using funds in state CCSS and federal Title I & Title II funds Direct allocation to schools using funds in supplemental grants Year 2-3 Continue instructional leadership academy, academic conferencing & data analysis

using funds from supplemental and funds from federal Title I & Title II grants - Value(\$75000.00)
 Funding Sources: LCFF Basic (0000) - \$25000.00, LCFF Supplemental (0000) - \$25000.00, Title II Teacher Quality (4035) - \$25000.00

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Set measure targets using 2015-16 baseline data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of collaboration time & professional learning at all schools Decentralize funding to schools for implementation of school plans	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) _____	TCIP fees for new teachers - Value(\$100000.00) Funding Sources: LCFF Basic (0000) - \$25000.00, LCFF Supplemental (0000) - \$25000.00, Title II Teacher Quality (4035) - \$50000.00

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Set measure targets using 2016-17 baseline data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of collaboration time & professional learning at all	Bear River,	<input checked="" type="checkbox"/> ALL	-

schools Decentralize funding to schools for implementation of school plans	Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy	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) _____	Value(\$100000.00) Funding Sources: LCFF Basic (0000) - \$25000.00, LCFF Supplemental (0000) - \$25000.00, Title II Teacher Quality (4035) - \$50000.00
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	Recruit and train high quality teachers and principals	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 _____
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Identified Need:	Increase share 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.
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Goal Applies to:	Schools:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Establish baseline using new evaluation tool
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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	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) _____	Year 1 Use funds in base budget and federal grants to hire hard to find teachers - Value(\$220000.00) Funding Sources: LCFF Basic (0000) - \$220000.00

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Set measure targets using 2015-16 baseline data
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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	Bear River, Lone Tree Elementary,	<input checked="" type="checkbox"/> ALL OR:	Year 2-3 Use funds in base budget and federal

	Wheatland Elementary, Wheatland Charter Academy	___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	grants to hire hard to find teachers; improve competitive salary position for teachers & principals - Value(\$226600.00) Funding Sources: LCFF Basic (0000) - \$226600.00
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Set measure targets using 2016-17 baseline data		
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	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	Year 2-3 Use funds in base budget and federal grants to hire hard to find teachers; improve competitive salary position for teachers & principals - Value(\$226600.00) Funding Sources: LCFF Basic (0000) - \$226600.00

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

GOAL:	Improve instructional practice through professional development and professional learning communities at schools	Related State and/or Local Priorities: 1 __ 2 <input checked="" type="checkbox"/> 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ COE only: 9 __ 10 __ Local: Specify _____	
Identified Need:	Ensure implementation of CCSS for all students, including EL students		
Goal Applies to:	Schools:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Establish baselines using new observational tool		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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	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) _____	- Value(\$150000.00) Funding Sources: LCFF Basic (0000) - \$150000.00
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Set measure targets using 2015-16 baseline data		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland	<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) _____	- Value(\$154500.00) Funding Sources: LCFF Basic (0000) - \$154500.00

Charter Academy

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Set measure targets using 2016-17 baseline data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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	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) _____	- Value(\$154500.00) Funding Sources: LCFF Basic (0000) - \$154500.00

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

GOAL:	Increase parent engagement, involvement, and satisfaction		Related State and/or Local Priorities: 1 __ 2 __ 3 <input checked="" type="checkbox"/> 4 __ 5 __ 6 <input checked="" type="checkbox"/> 7 __ 8 __ COE only: 9 __ 10 __ Local: Specify _____	
Identified Need:	Increase parent engagement, involvement, and satisfaction Increase # of parents who complete Healthy Kids Parent Survey			
Goal Applies to:	Schools:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Establish parent survey baselines Healthy Kids Parent Survey response rate will increase by 10%			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase services in schools for parent liaison, coordination of full services community schools & volunteers & lower barriers for parent volunteers & participation		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) _____	- Value(\$100000.00) Funding Sources: LCFF Basic (0000) - \$100000.00
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Set measure targets using 2015-16 baseline data Healthy Kids Parent Survey response rate will increase by 10%			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase services in schools for parent liaison, coordination of full services community schools & volunteers & lower barriers for		Bear River, Lone Tree	<input checked="" type="checkbox"/> ALL	Increase Opportunity

parent volunteers & participation	Elementary, Wheatland Elementary, Wheatland Charter Academy	OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Teacher Salary - Value(\$103000.00) Funding Sources: LCFF Basic (0000) - \$103000.00
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Set measure targets using 2016-17 baseline data Healthy Kids Parent Survey response rate will increase by 10%
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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 parent liaison, coordination of full services community schools & volunteers & lower barriers for parent volunteers & participation	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	- Value(\$103000.00) Funding Sources: LCFF Basic (0000) - \$103000.00

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

GOAL:	Increase community engagement and satisfaction	Related State and/or Local Priorities: 1 __ 2 __ 3 <input checked="" type="checkbox"/> 4 __ 5 __ 6 __ 7 __ 8 __ COE only: 9 __ 10 __ Local: Specify _____
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Identified Need:	Increase community engagement and satisfaction	
Goal Applies to:	Schools:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Establish community survey baselines
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase involvement & provide access community based organizations and businesses	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) _____	Increase involvement & provide access community based organizations and businesses with \$4000 in base budget funding - Value(\$4000.00) Funding Sources: LCFF Basic (0000) - \$4000.00

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Set measure targets using 2015-16 baseline data
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase involvement & provide access community based organizations and businesses	Bear River, Lone Tree Elementary, Wheatland	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Increase involvement & provide access community based

	Elementary, Wheatland Charter Academy	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	organizations and businesses with \$4000 in base budget funding - Value(\$4000.00) Funding Sources: LCFF Basic (0000) - \$4000.00
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Set measure targets using 2016-17 baseline data
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase involvement & provide access community based organizations and businesses	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) _____	Increase involvement & provide access community based organizations and businesses with \$4000 in base budget funding - Value(\$4000.00) Funding Sources: LCFF Basic (0000) - \$4000.00

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

GOAL:	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 _____	
Identified Need:	Increase attendance rates for underserved students Decrease suspensions and expulsions for underserved groups Increase cohort promotion rate for underserved groups		
Goal Applies to:	Schools: Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	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%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement the 2014 English Language Learner master plan Provide counseling & psychological services for whole school intervention schools Provide technology coaches at targeted schools	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 __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	- Value(\$40000.00) Funding Sources: LCFF Basic (0000) - \$40000.00
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	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%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement the 2014 English Language Learner master plan	Bear River,	__ ALL	Add Psychologist

Provide counseling & psychological services for whole school intervention schools Provide technology coaches at targeted schools	Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy	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) _____	Add Tech Time - Value(\$100000.00) Funding Sources: LCFF Basic (0000) - \$50000.00, LCFF Supplemental (0000) - \$50000.00
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	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%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement the 2014 English Language Learner master plan Provide counseling & psychological services for whole school intervention schools Provide technology coaches at targeted schools	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) _____	Add Tech time - Value(\$110000.00) Funding Sources: LCFF Basic (0000) - \$55000.00, LCFF Supplemental (0000) - \$55000.00

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

GOAL:	Improve student engagement and climate outcomes		Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 __ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 __ 8 __ COE only: 9 __ 10 __ Local: Specify _____
Identified Need:	Increase school attendance rates Decrease % students chronically absent Decrease # of middle school dropouts Decrease # of out-of-school suspensions Decrease # of expulsions Increase Healthy Kids Survey School Climate Index Increase % students meeting at least 5 of 6 PFT fitness standards		
Goal Applies to:	Schools:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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	
LCAP Year 1: 2015-16			
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 by 5% % students meeting at least 5 of 6 PFT standards		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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 schools	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) _____	- Value(\$78000.00) Funding Sources: LCFF Basic (0000) - \$78000.00
LCAP Year 2: 2016-17			

<p>Expected Annual Measurable Outcomes:</p>	<p>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 by 5% % students meeting at least 5 of 6 PFT standards</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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 Add extracurricular Programs and support for coordination within schools</p>	<p>Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>- Value(\$78000.00) Funding Sources: LCFF Basic (0000) - \$78000.00</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>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 by 5% % students meeting at least 5 of 6 PFT standards</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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 Add extracurricular Programs and support for coordination within schools</p>	<p>Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>- Value(\$78000.00) Funding Sources: LCFF Basic (0000) - \$78000.00</p>

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

GOAL:	Improve practices that build trust through transparency, data sharing, and communication		Related State and/or Local Priorities: 1 __ 2 __ 3 <input checked="" type="checkbox"/> 4 __ 5 __ 6 __ 7 __ 8 __ COE only: 9 __ 10 __ Local: Specify _____	
Identified Need:	Improve communication to stakeholders and increase external communications through website and media Ensure staff roles and responsibilities are clear and transparent			
Goal Applies to:	Schools:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Establish measure baselines			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly		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) _____	- Value(\$25000.00) Funding Sources: LCFF Basic (0000) - \$25000.00
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Set measure targets using 2015-16 baseline data			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly		Bear River, Lone Tree Elementary, Wheatland Elementary,	<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	- Value(\$25000.00) Funding Sources: LCFF Basic (0000) -

	Wheatland Charter Academy	__ Other Subgroups:(Specify) _____	\$25000.00
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Set measure targets using 2016-17 baseline data		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fully implement & report on LCAP; implement two-way communication plan including social media; share data publicly	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) _____	- Value(\$25000.00) Funding Sources: LCFF Basic (0000) - \$25000.00

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

GOAL:	Improve data collection and management systems	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Conduct data needs assessment Establish data collection and data sharing protocols Develop regular data reporting process		
Goal Applies to:	Schools:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Establish baseline measure		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Add Director position for data collection, entry, LCAP implementation & program implementation	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) _____	Use funds to employ a Director Position - Value(\$7500.00) Funding Sources: LCFF Basic (0000) - \$7500.00
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Set measure targets using 2015-16 baseline data		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Add Director position for data collection, entry, LCAP implementation & program implementation	Bear River, Lone Tree Elementary, Wheatland Elementary,	<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	Add Asst Supot of Ed Services - Value(\$200000.00) Funding Sources: LCFF Basic

	Wheatland Charter Academy	__ Other Subgroups:(Specify) _____	(0000) - \$200000.00
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Set measure targets using 2016-17 baseline data		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Add an updated data collection system through updated software		<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) _____	- Value(\$200000.00) Funding Sources: LCFF Basic (0000) - \$200000.00

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

GOAL:	Integrate technology in classrooms to improve student learning	Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ COE only: 9 __ 10 __ Local: Specify _____	
Identified Need:	Update Technology Master Plan Students will successfully participate in SBAC testing (in 2014-15, measured by % students who complete test)		
Goal Applies to:	Schools:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Establish baseline measure Set targets using 2014-15 baseline data		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy	x ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Use funds for a data system of formative, interim & summative assessments for summer & regular school year Use funds, interim & summative assessments for regular school year Use funds to Upgrade and install infrastructure necessary for one-to-one initiative & sustaining district network Use funds to provide technology devices for

			<p>students Use funds in base budget, to provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum - Value(\$525000.00) Funding Sources: LCFF Basic (0000) - \$125000.00, Title I Basic (3010) - \$50000.00, Common Core (7405) - \$350000.00</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Set targets using 2015-16 baseline data</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>Use data system of formative, interim & summative assessments for regular school year Increase 5 hour Para Ed to 8 hour Tech for our 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</p>	<p>Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy, All Elementary Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th</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>add mobile devices for students no common core money - Value(\$275000.00) Funding Sources: LCFF Basic (0000) - \$175000.00, Lottery (1100) - \$50000.00, Title I Basic (3010) - \$50000.00</p>

grade, 5th
 grade, 6th
 grade, 7th
 grade, 8th
 grade

LCAP Year 3: 2017-18

Expected Annual
 Measurable
 Outcomes:

Set targets using 2016-17 baseline data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use data system of formative, interim & summative assessments for regular school year Increase 5 hour Para Ed to 8 hour Tech for our 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	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy, All Elementary Schools, Preschool, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	add additional Mobile Devices for students - Value(\$275000.00) Funding Sources: LCFF Basic (0000) - \$175000.00, Lottery (1100) - \$50000.00, Title I Basic (3010) - \$50000.00

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

GOAL:	Provide basic services to all students		Related State and/or Local Priorities: 1 <u>x</u> 2 <u> </u> 3 <u> </u> 4 <u> </u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local: Specify _____	
Identified Need:	% teacher miss-assignments: 0% % teacher miss-assignments of English Learners: 0% % students with own assigned textbook or tablet: 100% Increase % of facilities with overall rating of 'Good' or 'Exemplary' on Williams' Visit Report:			
Goal Applies to:	Schools:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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		
LCAP Year 1: 2015-16				
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			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adding Teachers for Electives Adding New Adoptions aligned to common core Add technology to all sites Maintain current staffing - 69 FTE for Certificated			ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	TCIP and Miss Assignment - Value(\$5000.00) Funding Sources: Title II Teacher Quality (4035) - \$5000.00
LCAP Year 2: 2016-17				
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			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Adding Teachers for Electives Adding New Adoptions aligned to common core Add technology to all sites Maintain current staffing - 69 FTE for Certificated		___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	
Adding Teachers for Electives Adding New Adoptions aligned to common core Add technology to all sites Maintain current staffing - 69 FTE for Certificated		___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	- Value(\$5000.00) Funding Sources: Title II Teacher Quality (4035) - \$5000.00
LCAP Year 3: 2017-18			
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		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adding Teachers for Electives Adding New Adoptions aligned to common core Add technology to all sites Maintain current staffing - 69 FTE for Certificated		___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	- Value(\$5000.00) Funding Sources: Title II Teacher Quality (4035) - \$5000.00

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 school sites 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 from prior year LCAP:	Improve student achievement for all students	Related State and/or Local Priorities: 1 ___ 2 ___ 3 ___ 4 <u>x</u> 5 ___ 6 ___ 7 <u>x</u> 8 ___ COE only: 9 ___ 10 ___ Local: Specify _____
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Goal Applies to:	Schools:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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:	Continue to provide full complement of specified courses for students in grades 6-8. Establish CAASPP ELA and Math proficiency baselines. Establish API baselines. % students who are ready for next grade level in math will increase.	Actual Annual Measurable Outcomes:	We added a number of additional Elective Courses for students in grades 6-8. CAASPP and Math Proficiency baselines to be determined API not applicable No students retained for math
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LCAP YEAR: 2014-15

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 &	All TK Classes are at less than 24 TK Classes are available at each site All K - 3rd grade classes are less than 24 Expanded EL Programs at Middle School Purchased Materials Retained Accelerated Reader Expanded Career Ready Classes at Middle School Teachers attend STEM training	LCFF Funding 1000's to 4000's - Value(\$407500.00)

		<p>concentration grants Implementation of STEM Lab for schools \$ from supplemental, concentration grants -- See Exhibit B Objects: 1xxx, 2xxx, 3xxx, 4xxx</p> <p>- Value(\$0.00) Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00, Other - \$1.00</p>		
Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, Wheatland Charter Academy		Scope of service:	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
<input checked="" type="checkbox"/> 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) _____			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) _____	
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Ensure TK class size reduction to average of 24 students			Not Applicable - 2014 is the first year for the LCAP so there will	

<p>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</p>		<p>be no information to input in this section.</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><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><input type="checkbox"/> ALL</p> <p>OR:</p> <p><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>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 meet all of our actions and services for this goal</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.

Original GOAL from prior year LCAP:	Accelerate student learning increases for ELL and low income students		Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 x 5 __ 6 __ 7 x 8 __ COE only: 9 __ 10 __ Local: Specify _____	
Goal Applies to:	Schools: All		Applicable Pupil Subgroups: Low Income, English Learner (EL), 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 increased EL reclassification Increased Added Para Educator support for LI, EL and FY Students
LCAP YEAR: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
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	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	We increased Para Services, counseling and psychological services for high need students We increased time and materials for EL Services LC Model has been implemented Added staff at middle school All schools have a academic intervention along with our ASP We added 1.6 music FTE	LCFF 1000 to 4000 - Value(\$211000.00)	

		<p>services & materials with \$ in supplemental & concentration funds See Exhibit B)</p> <p>Implement the full-services learning center model at one school in 2014-15, 2015-16, 2016-17 with \$ in supplemental & concentration funds (See Exhibit B)</p> <p>Objects: 1xxx, 2xxx, 3xxx, 4xxx, - Value(\$0.00)</p> <p>Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00</p>		
Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, Wheatland Charter Academy		Scope of service:	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>			<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
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 full-services learning center model at one school in 2014-15, 2015-16, 2016-17 with \$ in supplemental & concentration funds (See Exhibit B) Objects: 1xxx, 2xxx, 3xxx, 4xxx, -</p>	<p>Not Applicable - 2014 is the first year for the LCAP so there will be no information to input in this section.</p>	

		Value(\$0.00) Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00		
Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, Wheatland Charter Academy		Scope of service:	
<input type="checkbox"/> 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			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 accomplished our goal but will continue to add as necessary to maintain.			

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 from prior year LCAP:	Improve collaboration and autonomy at schools		Related State and/or Local Priorities: 1 _ 2 <u>x</u> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local: Specify _____	
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		
Expected Annual Measurable Outcomes:	Develop staff survey to measure collaborative decision-making	Actual Annual Measurable Outcomes:	We implemented collaborative decision making but we did not survey the staff	
LCAP YEAR: 2014-15				
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,	Math Adoption Collaboration Money's are sent to schools at a higher rate then before LCFF Professional Learning through minimum days and paid staff development time	LCFF 1000 - 5000 Title 2 - Value(\$75000.00)	

		<p>academic conferencing & data analysis using \$ from supplemental & concentration and \$ federal Title I & Title II grants – See Exhibit B</p> <p>Direct allocation to schools using \$ in supplemental & concentration grants – See Exhibit B</p> <p>Objects: 4xxx - Value(\$0.00)</p> <p>Funding Sources: LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00, Title I Program Improvement (3185) - \$1.00, Title II Teacher Quality (4035) - \$1.00</p>		
Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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 <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			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) _____	

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Implementation of collaboration time & professional learning at all schools Decentralize funding to schools for implementation of school plans</p>	<p>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</p> <p>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 - Value(\$0.00)</p>	<p>Not Applicable - 2014 is the first year for the LCAP so there will be no information to input in this section.</p>	

		Funding Sources: LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00, Title I Program Improvement (3185) - \$1.00, Title II Teacher Quality (4035) - \$1.00		
Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, Wheatland Charter Academy		Scope of service:	
<input checked="" type="checkbox"/> ALL			<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) _____			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 successfully implemented this goal. We will continue to prioritize collaboration with our staff			

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 from prior year LCAP:	Recruit and train high quality teachers and principals		Related State and/or Local Priorities: 1 <u>x</u> 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local: Specify _____	
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		
Expected Annual Measurable Outcomes:	Develop tool to rate teachers and principals proficient or exceptional	Actual Annual Measurable Outcomes:	Developed a tool to rate Principals Continued to evaluate teachers and classified staff per contracts	
LCAP YEAR: 2014-15				
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	<p>Year 1 Use \$ in base budget and federal grants to hire hard to find teachers – See Exhibit B</p> <p>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</p> <p>Objects: 1xxx, 3xxx - Value(\$0.00) Funding Sources:</p>	We recruited staff and hired the best staff we could find We raised our salaries to retain and attract the quality staff	LCFF 1000 - 3000 - Value(\$220000.00)	

		LCFF Basic (0000) - \$1.00, Other - \$1.00		
Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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 <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			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) _____	
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	<p>Year 1 Use \$ in base budget and federal grants to hire hard to find teachers – See Exhibit B</p> <p>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</p> <p>Objects: 1xxx, 3xxx -</p>	Not Applicable - 2014 is the first year for the LCAP so there will be no information to input in this section.		

		Value(\$0.00) Funding Sources: LCFF Basic (0000) - \$1.00, Other - \$1.00		
Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, Wheatland Charter Academy		Scope of service:	
<input checked="" type="checkbox"/> ALL			<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) _____			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 recruited quality staff and we retained our quality staff. No staff resigned to go to another district			

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 from prior year LCAP:	Improve instructional practice through professional development and professional learning communities at schools		Related State and/or Local Priorities: 1 _ 2 <u>x</u> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local: Specify _____	
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		
Expected Annual Measurable Outcomes:	Develop observational tool to measure CCSS implementation	Actual Annual Measurable Outcomes:	We have begun the process	
LCAP YEAR: 2014-15				
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	Paid for additional staff development Purchased math adoption Evaluated staff with existing tool	LCFF 1000 to 4000 - Value(\$150000.00)	

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,
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
Objects: 1xxx,
3xxx, 4xxx

		- Value(\$0.00) Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00, Title II Teacher Quality (4035) - \$1.00, Common Core (7405) - \$1.00		
Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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 <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			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) _____	
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	Not Applicable - 2014 is the first year for the LCAP so there will be no information to input in this section.	

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, 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

	<p>Provide additional calendar days for teacher professional development using \$ in supplemental & concentration funds – See Exhibit B Objects: 1xxx, 3xxx, 4xxx</p> <p>- Value(\$0.00) Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00, Title II Teacher Quality (4035) - \$1.00, Common Core (7405) - \$1.00</p>		
<p>Scope of service:</p>	<p>Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, Wheatland Charter Academy</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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><input type="checkbox"/> ALL</p> <p>OR:</p> <p><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>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Not Applicable - 2014 is the first year for the LCAP so there will be no information to input in this section.
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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 from prior year LCAP:	Increase parent engagement, involvement, and satisfaction		Related State and/or Local Priorities: 1 __ 2 __ 3 <u>x</u> 4 __ 5 __ 6 __ 7 __ 8 __ COE only: 9 __ 10 __ Local: Specify _____	
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		
Expected Annual Measurable Outcomes:	Develop annual parent surveys which will measure engagement, involvement & satisfaction Healthy Kids Parent Survey response rate will increase by 10%	Actual Annual Measurable Outcomes:	Healthy Kids Survey was sent to homes. Response rate increased Parents were surveyed	
LCAP YEAR: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Increase services in schools for parent liaison, coordination of full services community schools & volunteers & lower barriers for parent volunteers & participation	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 - Value(\$0.00) Funding Sources: LCFF Supplemental (0000) - \$1.00, LCFF Concentration	Opened Opportunity Class Open door for volunteers	LCFF 1000 - 4000 - Value(\$100000.00)	

		(0000) - \$1.00		
Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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 <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			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) _____	
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Increase services in schools for parent liaison, coordination of full services community schools & volunteers & lower barriers for parent volunteers & participation	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 - Value(\$0.00) Funding Sources: LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00		Not Applicable - 2014 is the first year for the LCAP so there will be no information to input in this section.	

Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, Wheatland Charter Academy		Scope of service:		
<input checked="" type="checkbox"/> ALL				<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) _____				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 have added the opportunity class and will continue to provide this program for our students				

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 from prior year LCAP:	Increase community engagement and satisfaction		Related State and/or Local Priorities: 1 <u>x</u> 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local: Specify _____	
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		
Expected Annual Measurable Outcomes:	Develop annual community surveys which will demonstrate increase engagement/satisfaction	Actual Annual Measurable Outcomes:	We surveyed the community as part of the LCAP. We still need to develop the survey related to satisfaction.	
LCAP YEAR: 2014-15				
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 Objects: 0xxx - Value(\$0.00) Funding Sources: LCFF Basic (0000) - \$1.00	We surveyed the community	LCFF - 5000 - Value(\$4000.00)

Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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 <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		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) _____			
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 Objects: 0xxx - Value(\$0.00) Funding Sources: LCFF Basic (0000) - \$1.00	Not Applicable - 2014 is the first year for the LCAP so there will be no information to input in this section.		
Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, Wheatland Charter Academy		Scope of service:		
<input checked="" type="checkbox"/> ALL		<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) _____			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) _____		
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
		Year 1-3 Increase involvement & provide access community based organizations and businesses with \$ in base budget funding – See Exhibit B - Value(\$0.00) Funding Sources: LCFF Basic (0000) - \$1.00	Not Applicable - 2014 is the first year for the LCAP so there will be no information to input in this section.		
Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, Wheatland Charter Academy		Scope of service:		
<input checked="" type="checkbox"/> ALL			<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) _____			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) _____		
Planned Actions/Services			Actual Actions/Services		
		Budgeted			Estimated Actual

		Expenditures		Annual Expenditures
		Year 1-3 Increase involvement & provide access community based organizations and businesses with \$ in base budget funding – See Exhibit B - Value(\$0.00) Funding Sources: LCFF Basic (0000) - \$1.00	Not Applicable - 2014 is the first year for the LCAP so there will be no information to input in this section.	
Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, Wheatland Charter Academy		Scope of service:	
<input checked="" type="checkbox"/> ALL			<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) _____			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 surveyed the parents through the LCAP Process			

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 from prior year LCAP:	Allocate services to ELL and low income students		Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 __ 5 x 6 __ 7 __ 8 __ COE only: 9 __ 10 __ Local: Specify _____	
Goal Applies to:	Schools: All		Applicable Pupil Subgroups: Low Income, English Learner (EL), Foster Youth	
Expected Annual Measurable Outcomes:	ADA rate for underserved groups will increase by 0.5% # of suspensions/expulsions of underserved groups will decrease by 5% Cohort promotion rate for underserved groups will increase by 3%	Actual Annual Measurable Outcomes:	ADA Rate increased Expulsions Increased for drug related offenses Promotion rate increased for under served students	
LCAP YEAR: 2014-15				
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 schools 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	Implemented Master Plan Counseling and Psych Services increased Additional technology coaches were added	LCFF - 1000 - 3000 - Value(\$40000.00)	

		<p>to provide technology coaches at schools - See Exhibit B</p> <p>Objects: 1xxx, 2xxx, 3xxx - Value(\$0.00) Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00</p>		
Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, Wheatland Charter Academy		Scope of service:	Bear River, Lone Tree Elementary, Wheatland Elementary, Wheatland Charter Academy
<input type="checkbox"/> 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			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) _____	
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 schools Provide technology coaches at targeted schools		Year 1-3 Add staffing including professional development coaches & materials with \$ from supplemental	Not Applicable - 2014 is the first year for the LCAP so there will be no information to input in this section.	

		<p>& 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</p> <p>Objects: 1xxx, 2xxx, 3xxx - Value(\$0.00) Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00</p>		
<p>Scope of service:</p>	<p>Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, Wheatland Charter Academy</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>			<p><input type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>			<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<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 added staff when necessary. We will continue to add tech coaches as the budget allows		

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 from prior year LCAP:	Improve student engagement and climate outcomes		Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 __ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 __ 8 <input checked="" type="checkbox"/> COE only: 9 __ 10 __ Local: Specify _____	
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		
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 3% # 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		Actual Annual Measurable Outcomes:	Student Attendance increased Truancy decreased Late Student Decrease Expulsions increased for drug related issues Healthy Kids Survey implemented Students meet their goals
LCAP YEAR: 2014-15				
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 schools	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 and expand the Safe, Supportive School		Renaissance Program continued and thrived ASP was well attended and the grant funds are continuing Gifted Program implemented at Lone Tree Arts and Music Programs expanded Extracurricular Programs enhanced	LCFF 1000-4000 - Value(\$75000.00)

		<p>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> <p>Objects: 1xxx,2xxx,3xxx,4xxx,5xxx</p> <p>- Value(\$0.00) Funding Sources: LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00, Other - \$1.00</p>		
Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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 <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			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) _____	
Planned Actions/Services		Actual Actions/Services		

	Budgeted Expenditures		Estimated Actual Annual Expenditures
<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 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 schools</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 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> <p>Objects: 1xxx,2xxx,3xxx,4xxx,5xxx</p> <p>- Value(\$0.00) Funding Sources: LCFF</p>	<p>Not Applicable - 2014 is the first year for the LCAP so there will be no information to input in this section.</p>	

		Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00, Other - \$1.00		
Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, Wheatland Charter Academy		Scope of service:	
<input checked="" type="checkbox"/> ALL			<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) _____			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 added and will continue to add to our sites in the areas of ASP and extracurricular programs. Student engagement is high because of our Renaissance program.			

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 from prior year LCAP:	Improve practices that build trust through transparency, data sharing, and communication		Related State and/or Local Priorities: 1 <u>x</u> 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local: Specify _____	
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		
Expected Annual Measurable Outcomes:	Develop communication tools/measures Develop roles and responsibility documents/charts and related communication plan	Actual Annual Measurable Outcomes:	Open Door Policy Roles and Responsibilities have been established but continue to shift due to retirements	
LCAP YEAR: 2014-15				
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 two-way communication plan including social media; share data publicly – See Exhibit B Objects: - Value(\$0.00) Funding Sources: LCFF Basic (0000) - \$1.00	Communication continues to be a challenge but we have added social media and websites	LCFF - 4000 to 5000 - Value(\$25000.00)

Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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 <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		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) _____			
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 two-way communication plan including social media; share data publicly – See Exhibit B Objects: - Value(\$0.00) Funding Sources: LCFF Basic (0000) - \$1.00	Not Applicable - 2014 is the first year for the LCAP so there will be no information to input in this section.			

Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, Wheatland Charter Academy		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR:			OR:	
<input type="checkbox"/> Low Income pupils	<input type="checkbox"/> English Learners		<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"/> Foster Youth	<input type="checkbox"/> Redesignated fluent English proficient
<input type="checkbox"/> Other Subgroups:(Specify) _____			<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?	Progress has been made but we will need to continue to make this a priority			

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 from prior year LCAP:	Improve data collection and management systems		Related State and/or Local Priorities: 1 <u>x</u> 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local: Specify _____	
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		
Expected Annual Measurable Outcomes:	Develop needs assessment plan and implement Develop data collection and data sharing protocols Develop regular data reporting process	Actual Annual Measurable Outcomes:	In progress	
LCAP YEAR: 2014-15				
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 Object: 1xxx, 3xxx, - Value(\$0.00) Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00	Will bring in this position in 2016-17	LCFF 1000 - 3000 - Value(\$7500.00)	

Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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 <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			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) _____		
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 Object: 1xxx, 3xxx, - Value(\$0.00) Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00	Not Applicable - 2014 is the first year for the LCAP so there will be no information to input in this section.			

Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, Wheatland Charter Academy	[Greyed out column]	Scope of service:	[Greyed out column]	
<input checked="" type="checkbox"/> ALL			<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) _____			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?	2016-17 is the expected hire date for this position				

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 from prior year LCAP:	Accelerate implementation of best practices and earned autonomy in schools		Related State and/or Local Priorities: 1 <u>x</u> 2 <u> </u> 3 <u> </u> 4 <u> </u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local: Specify _____	
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		
Expected Annual Measurable Outcomes:	Develop plan and measures	Actual Annual Measurable Outcomes:	Accomplished	
LCAP YEAR: 2014-15				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal completed and removed for future years			

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 from prior year LCAP:	Integrate technology in classrooms to improve student learning		Related State and/or Local Priorities: 1 <u>x</u> 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local: Specify _____	
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		
Expected Annual Measurable Outcomes:	Implement Technology Master Plan Establish baseline (% students who complete test)	Actual Annual Measurable Outcomes:	Master plan for technology was implemented Baseline in progress	
LCAP YEAR: 2014-15				
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 one-	Assessments have been implemented Para Educators were hired Infrastructure was upgraded District Network was upgraded Devices for students are in progress Adaptive curriculum added as need for special needs students Software, carts and other technology materials have been purchased	LCFF 1000 to 6000 - Value(\$525000.00)

	<p>to-one initiative & sustaining district network – See Exhibit B Use \$ in district funds to provide technology devices for students – See Exhibit B Use \$ in supplemental, 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>Objects: 4xxx</p> <p>- Value(\$0.00) Funding Sources: LCFF Basic (0000) - \$1.00, Common Core (7405) - \$1.00</p>			
<p>Scope of service:</p>	<p>Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, 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 <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		

__ Other Subgroups:(Specify) _____		__ Other Subgroups:(Specify) _____	
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>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</p>	<p>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 one-to-one initiative & sustaining district network – See Exhibit B Use \$ in district funds to provide technology devices for students – See Exhibit B Use \$ in supplemental, concentration grants, \$ in base budget, to provide adaptive curriculum for special needs</p>	<p>Not Applicable - 2014 is the first year for the LCAP so there will be no information to input in this section.</p>	

		<p>students, software for digital resources, teaching carts & technology curriculum – See Exhibit B</p> <p>Objects: 4xxx</p> <p>- Value(\$0.00)</p> <p>Funding Sources: LCFF Basic (0000) - \$1.00, Common Core (7405) - \$1.00</p>		
Scope of service:	Bear River, Far West Elementary, Lone Tree Elementary, Wheatland Elementary, California Montessori Project, Wheatland Charter Academy, Wheatland Charter Academy		Scope of service:	
<input checked="" type="checkbox"/> ALL			<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) _____			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?	Technology is a priority in Wheatland. We have spent a lot on money in this area and will continue to do so			

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 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 _____	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups: Ensure 0% miss-assignments rates Ensure Williams certification finds that 100% students have access to standards aligned materials Increase % facilities with Good / Exemplary rating	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 have worked on the miss assignment rates but have a few to go. Williams certification was 100% Facilities are and will continue to be a priority
LCAP YEAR: 2014-15				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We have worked with the teachers on miss assignments. We add materials as needed to meet Williams Act requirements			

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

Total amount of Supplemental and Concentration grant funds calculated:	\$659,495.00
<p>WSD’s funding for Supplemental and Concentration in FY15-16 is estimated at \$659,495. The program areas funded are provided in section 3A of this document.</p> <p>All three of our schools have Title 1 school wide programs. Approximately 43% of our students qualify for free or reduced priced meals. 7% of our students are designated as English Learners. 3% of our students are Foster Youth. 9% of our student population has been identified as students with disabilities. The Wheatland School District serves a diverse student population of approximately 1220 students in transitional kindergarten through eighth grade. We also serve approximately 115 students on our preschool program. Approximately 43% of our students qualify for free or reduced priced meals and live below the poverty level. Wheatland School District decided in 2013/14 to offer free breakfast to all students in order to make sure the students were starting the day with a meal. This program has been very popular with our students, parents and community. The staff has definitely noticed a difference in how the students start the day and we have seen a sharp decrease in student tardies. 7% of our students are designated as English Learners. 3% of our students are Foster Youth. The Districts core instructional program will continue to be taught by Highly Qualified teachers and will focus on Common Core Standards. We will strive to provide students with lessons that actively engage them in challenging learning opportunities. The Common Core implementation includes the use of supplemental materials which are rigorous and encourage higher level thinking, as well as real life opportunities. The Board has directed the District to continue to look at CTE type electives for our students and to continue to bring music, art, drama and other opportunities to the students. Professional development for teachers will continue to support their efforts to fully implement the Common Core and design lessons that actively involve students in their learning and provide opportunities for regular collaboration among students to deepen their knowledge.</p> <p>Supports for students below grade level including students with disabilities will be available at all school sites when assessment data identifies the need for services. Special Education services are described in Exhibit A. Teachers will coordinate a plan to provide necessary interventions and monitor student progress. Teachers will provide additional support for students whose literacy skills are below grade level.</p> <p>Exhibit A - Special Education Services</p>	

The overall system for delivery of services to children with disabilities at the Wheatland School District is based on a philosophy that has a foundation in the principles of parental involvement, best practice, comprehensive support, and local and state coordination and collaboration. The District conducts child find activities, evaluates students who are suspected of having a qualifying disability, and offers an individualized education program (IEP) of special education and related services to qualifying students.

Through the IEP process and participation of all required IEP team members including parent, special education teacher, general education (GE) teacher, administrator and related service providers as necessary, students qualifying for special education are assured of an offer of a Free and Appropriate Public Education in the Least Restrictive Environment. The IEP team works collaboratively to assure that the services and supports identified on the IEP are provided to the student in a manner that provides educational benefit in the Least Restrictive Environment. A full continuum of options is available for consideration by the IEP team including specialized academic instruction, speech- language services, psychology services, occupational therapy, adapted physical education, educationally related mental health services, physical therapy, nursing, assistive technology equipment support, behavior assessment and planning, and itinerant vision services. Specialized itinerant instruction for students who are Deaf or Hard of Hearing is also available, as necessary, through contracted services with Sutter County Superintendent of Schools. For studen

We look forward to continuing to reinstate enrichment opportunities as part of the regular program in the Wheatland School District. We plan to provide music instruction to all students beginning in 2014/15. The opportunities to participate in music and arts instruction along with other elective opportunities with the Common Core will provide all students a well-rounded education. Students who are performing at high levels will continue to be challenged at the appropriate levels.

Wheatland School District will continue to use the Renaissance Program in all of the schools. This program works to enhance instruction and academics, promote positive attendance, decrease discipline, promote positive behavior, enhance school climate, promote teamwork and provide recognition to students and staff.

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.

7.43	%
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The Wheatland School District fully understands the need to provide support for all students. Some students require support for short periods of time in order to comprehend a particular skill or concept. Other students require a system of ongoing supports in order to meet the needs presented by certain circumstances in their lives. Approximately 43% are considered low income. 7% of our students are designated as English Learners. 3% of our students are Foster Youth. Wheatland School District strives to provide an instructional program that meets the needs of all students. We also work very hard to provide an instructional program that meets the needs of the students who may be underperforming academically. Additional instruction time is planned in order to provide increased access to Common Core Standards. This additional learning time will also provide opportunities for interventions for targeted students and/or enrichment opportunities. Support services for English Learners are well established in our District. Identified students receive services designated to meet their needs. The teachers provide focused instruction to meet the individual needs of each EL student. We have site ELAC and a District DELAC committee. These representatives have a venue for voicing their concerns and to provide input on how we can better serve the needs of the students. It also provides an effective means of communication between the school and the home.

The overall system for delivery of services to children with disabilities at the Wheatland School District is based on a philosophy that has a foundation in the principles of parental involvement, best practice, comprehensive support, and local and state coordination and collaboration. The District conducts child find activities, evaluates students who are suspected of having a qualifying disability, and offers an individualized education program (IEP) of special education and related services to qualifying students.

Through the IEP process and participation of all required IEP team members including parent, special education teacher, general education (GE) teacher, administrator and related service providers as necessary, students qualifying for special education are assured of an offer of a Free and Appropriate Public Education in the Least Restrictive Environment. The IEP team works collaboratively to assure that the services and supports identified on the IEP are provided to the student in a manner that provides educational benefit in the Least Restrictive Environment. A full continuum of options is available for consideration by the IEP team including specialized academic instruction, speech- language services, psychology services, occupational therapy, adapted physical education, educationally related mental health services, physical therapy, nursing, assistive technology equipment support, behavior assessment and planning, and itinerant vision services. Specialized itinerant instruction for students who are Deaf or Hard of Hearing is also available, as necessary, through contracted services with Sutter County Superintendent of Schools. For students who are unable to progress at their neighborhood school or another school within the District, the district IEP team

considers referral to the regional special day class program (SDC) with Yuba County Office of Education, or a referral to a non-public school (NPS).

Students with disabilities participate in general education, including nonacademic and extracurricular activities, to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other schools, or other removal of students with disabilities from the regular education environment may occur. This is warranted when the nature or severity

The unduplicated student count in WSD is estimated to be 45% in the 2014-15 school year. Programs and services that are district wide and school wide are offered predominately at schools that have a percentage of unduplicated student count over 35%. A portion of supplemental and concentration funds were allocated to all schools for school site level decision making based upon each school's percentage of students qualifying.

The minimum proportionality percentage equals 7.43%.

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

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).