

**WHEATLAND SCHOOL DISTRICT
BOARD AGENDA ITEM**

CONSENT
 ACTION
 REPORT/INFORMATION

BOARD MEETING DATE: June 25, 2019
BOARD AGENDA NUMBER: 3.1
BOARD AGENDA ITEM: Public Hearing on the 2019-20 Local Control Accountability Plan (LCAP)
DEPARTMENT: Superintendent's Office
CONTACT PERSON: Craig M. Guensler

REPORT/PROPOSAL:

In accordance the law related to Local Control Funding Formula the District must develop a Local Control Accountability Plan (LCAP). This plan is attached. The law states that the plan must be brought to a Board Meeting for a public hearing. The law also states the plan cannot be approved at the same Board Meeting as the Public Hearing. The LCAP will be brought for formal approval at the following Board Meeting on June 27, 2019

SUPERINTENDENT'S RECOMMENDATION:
Information

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Wheatland Elementary School District	Craig M. Guensler Superintendent	cguensler@wheatland.k12.ca.us (530) 633-3130

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Wheatland School District serves approximately 1480 students within the City of Wheatland and Beale Air Force Base in Yuba County. The District schools are Wheatland Elementary (grades TK-3), Lone Tree School (grades TK-5), Bear River School (grades 4-8), Wheatland Charter School (grades K-5) and two preschools.

The District employs approximately 250 employees. Using a positive bargaining approach, an open door policy, and having a mutual respect, the employee groups and the District have a positive working relationship.

The District student population is approximately 22% Hispanic/Latino, 58% Caucasian, and 20% other. Students have access to excellent core academic programs which are complimented by strong curricular and extra-curricular activities, including visual/performing arts, electives, technology, student leadership, athletics and other opportunities.

A variety of resources are available to support staff in providing a quality education to the students. The District receives State and Federal funding for programs, including Title I, School Improvement Programs, Gifted and Talented Education, Migrant Education, as well as participating in the TCIP New Teacher Program through a consortium with Yuba, Sutter and Colusa Counties.

The Wheatland and Beale Air Force Communities have a history of involvement in its schools, and the District welcomes parent involvement at all grade levels.

The School Board has 5 elected officials and a volunteer liaison from Beale AFB. They are very involved and attend many events. They have set their goals to show that students are the priority in this district and having a well rounded education is foremost.

The District has a working budget of approximately 13.5 million dollars

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The focus for 2019-20 is as follows:

The District adopted a new Math Program in 2016/17. We have completed a district wide pacing guide for this new math program.

The District adopted a new Language Arts program for 2017/18. The change of curriculums is always difficult but our staff will flourish with these new tools.

The District piloted Social Science Programs but has chosen to hold off on the adoption until all the lawsuits in California regarding the curriculum have been settled

We received a two Grants. One is related to Inclusion at the Preschool Level (see goal #4) and the other is regarding CTE (see goal #5)

We will continue to staff our FRC's.

We will analyze the implementation of actions/services.

We will continue to meet with our stakeholder groups and look at our strengths and opportunities.

We will continue to support by using the MTSS model so that we can make improvements for "ALL" Students

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

After reviewing the California Accountability and School Dashboard for 2019-20, our identified strengths are our increase in English Learner Progress. We went from 72% proficient in 2015 to 87.5% in 2016 and 93.4% in 2017. Our students with disabilities, although still on the low side increased by 7.3%. We will continue to support this by using the MTSS model so that we can make improvements for "ALL" Students

For 17-18 and beyond we will continue to make ELA and Math a priority. We plan to continue to offer Professional Development through Minimum Days and focus on ELA and Math. We will continue to lower class sizes and maintain class size reduction in the lower grades. We adopted a new ELA program in 2017-18. We will continue to implement our new math program which we adopted in 2016-17. We will also continue to provide Accelerated Reader as a supplemental tool for improving ELA.

Our 2018 Dashboard indicates that we are doing very well with our African American students in Academic Performance for ELA, Chronic Absenteeism and Suspension Rates.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

After reviewing the California Accountability and School Dashboard, our identified greatest need includes Math Progress for 2019-20 for all students. The poorest performing groups where our White Students and our Students with Disabilities. We will continue to support this by using the MTSS model so that we can make improvements for "ALL" Students

Our Academic Performance for ELA has improved in 2018-19 but we still need to focus on students with disabilities and students with two or more races for 2019-20

Suspensions continue to be a problem for us. We have 3 subgroups that we need to continue to work with. They are the English Learners, Homeless students and students with two or more races. We will continue to have counselors at all sites so that we can work on the behaviors that are causing the suspensions. Communication with the parents is an essential function to positive student behavior and we will continue to find ways to connect with the parents of all students. We need to look at alternatives to suspension in 2019-20 and beyond

Other areas for students with disabilities are English Language Arts Progress and Math Progress. ELA is indicated by our district wide students being 11.1 points below standard. Math is indicated by our district wide students being 28.5 points below standard.

Chronic absenteeism continues to be an issue for our students with Disabilities, English Learners and students with two or more races.

We have addressed this issue through the purchase of new curriculum for both ELA and Math. We have also increased our adult to student ratio in our special education rooms in order to help provide additional service.

We will focus on Specific and Targeted Staff Development for both Math and ELA programs and interventions

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

After reviewing the California Accountability and School Dashboard the performance gaps that stand out the most is our testing scores for our students with disabilities. Our ELA scores for the students with disabilities deviated by 93.6 points from the standard while our math scores for the same students deviated by 46.9 points from standard

We will continue look at the structure of our Special Education classes and see if additional support is warranted to support the students academics. We will continue to provide Staff Development in ELA and Math with a focus on underachieving students during minimum days and out of district

conferences. We have adopted a new ELA program and have purchased the special education component to help with these students. We are looking to buy additional support materials in both ELA and Math for students that are significantly behind their grade level peers.

We have applied and received a MTSS Grant with the hopes of bringing specific and quality staff development to our teachers.

We are also working with our preschool staff to work on Inclusion for all students

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Wheatland School District will improve student achievement for all students including EL, Low Income, Foster Youth.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

1A. Implementation of State Standards

18-19

Maintain/Improve implementation of State Standards

Baseline

The Self Reflection tool will indicate the baseline this year

Metric/Indicator

1B. Academic Performance Index

18-19

N/A

Baseline

N/A

N/A as the State has no API at this point

We have maintained the implementation of the state standards as indicated by administrators observations.

Expected

Metric/Indicator

1C. Percent of students Reclassified as Fluent English Proficient

18-19

Increase by 5% of RFEF students from 29% to 34%

Baseline

24% of our students were reclassified

Metric/Indicator

1D. Percent of students Proficient & Advanced on CELDT/ELPAC

18-19

Increase 5% of Proficient & Advanced on CELDT/ELPAC students from 50% to 55%

Baseline

45% of Proficient & Advanced

Metric/Indicator

1E. Percent of students advancing grade level on Accelerated Reader

18-19

Increase % of students advancing grade level on AR from 65% to 70%

Baseline

61% of students advancing grade level on AR

Metric/Indicator

1F. Percent of students ready for next grade level in math as measured by local formative assessments

18-19

Increase % of students ready for next grade level in math from 70% to 75%

Baseline

64% of students are ready for next grade level in math

Actual

We did not reclassify anyone from last year, because we didn't know the process until February of this year.

75% of the students tested were at level 3 (23) and level 4 (27). 16 students are still at level 1 and level 2.

Our students continue to advance in Accelerated Math. We are seeing the percent vary from grade level to grade level - See below.

Average Scores by grade level At or Above Grade Level

- 1st Grade - 85%
- 2nd Grade - 83%
- 3rd Grade- 85%
- 4th Grade- 85%
- 5th Grade - 72%
- 6th Grade - 88%
- 7th Grade - 72%
- 8th Grade - 75%

Our students continue to advance in Accelerated Math. We are seeing the percent vary from grade level to grade level - See below.

Average Scores by grade level At or Above Grade Level

- 1st Grade - 95%
- 2nd Grade - 87%
- 3rd Grade- 86%
- 4th Grade- 81%
- 5th Grade - 76%
- 6th Grade - 68%

Expected

Actual

7th Grade - 70%
8th Grade - 59%

Metric/Indicator

1G. Student achievement growth on CAASPP assessments as measured by average scale score in math and ELA

18-19

Increase the % of students that met level 3 or above for ELA and Math

Baseline

2016/17 will be the baseline for students that met level 3 or above for ELA and Math

Metric/Indicator

1H. 100% students have access and enrollment in all required courses of study

18-19

Maintain 100% of students having access and enrollment in all required courses of study

Baseline

100% of students having access and enrollment in all required courses of study

Metric/Indicator

1i. Implementation of Technology Plan

18-19

50% of the technology plan will be implemented

Baseline

10% of the technology plan was implemented

Metric/Indicator

1J. Implementation of professional learning

18-19

Increase the % of Professional learning plan implementation

Baseline

2016/17 will be the baseline for Professional learning plan implementation

Metric/Indicator

1K. 100% of students have standards-aligned instructional materials as measured by Williams Act.

We will not have this information until the summer of 2019

We have maintained 100% of our students having access and enrolled in required courses of study

We continue to focus and implement the technology plan. We have added one to one devices at our elementary schools. We have implemented the majority of items in our plan. 50% of the Technology Plan was implemented in 18-19

We have increased the number of staff that have participated in professional learning. We have had minimum day trainings and have sent staff to professional development trainings throughout the year.

We have maintained 100% of students that have standards-aligned instructional materials as measured by Williams Act.

Expected

Actual

18-19

Maintain 100% of students with standards aligned instructional materials

Baseline

100% of students having standards aligned instructional materials

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1.1 Provide professional development to support all teachers including; Transitional Kindergarten (TK), Science Technology Engineering and Math (STEM) in grades 6-8, California State Teaching Standards in grades K-8, ELA/ELD instruction materials adoption TK-8 during in-service on minimum days, additional calendar days, and with outside service providers as necessary.

We have provided professional development to support all teachers including; Transitional Kindergarten (TK), Science Technology Engineering and Math (STEM) in grades 6-8, California State Teaching Standards in grades K-8, ELA/ELD instruction materials adoption TK-8 during in-service on minimum days, additional calendar days, and with outside service providers as necessary. We have also provided training in inclusion with our preschool staff.

Professional Development 1000-1999: Certificated Personnel Salaries Title II \$27,000

Professional Development 1000-1999: Certificated Personnel Salaries Title II \$8,090

Professional Development 1000-1999: Certificated Personnel Salaries Base \$5,000

Professional Development 1000-1999: Certificated Personnel Salaries LCFF Base \$7,000

ELA/ELD instruction materials 4000-4999: Books And Supplies Base \$3,000

ELA/ELD instruction materials 4000-4999: Books And Supplies LCFF Base \$3,000

ELD services 2000-2999: Classified Personnel Salaries Title III \$7,000

ELD services 2000-2999: Classified Personnel Salaries Title III \$10,428

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1.2 Continue to provide staff to support TK-3rd grade Class Size Reduction (CSR) (FTE), Para-educators for Foster Youth, Low Income and English Learner students (FTE), and Special Education students (FTE).

We continue to provide staff to support TK-3rd grade Class Size Reduction (CSR) (FTE), Para-educators for Foster Youth, Low Income and English Learner students (FTE), and Special Education students (FTE).

TK Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Base \$200,000

TK Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF Base \$215,199

Para's Salaries & Benefits for Targeted Students 2000-2999: Classified Personnel Salaries Supplemental \$232,000

Special Ed Para's Salary & Benefits 2000-2999: Classified Personnel Salaries Special Education \$258,000

Teacher's Salaries & Benefits for Targeted Students 1000-1999: Certificated Personnel Salaries Supplemental \$140,000

Supplies 4000-4999: Books And Supplies Supplemental \$75,000

Para's Salaries & Benefits for Targeted Students 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$233,581

Special Ed Para's Salary & Benefits 2000-2999: Classified Personnel Salaries Special Education \$290,841

Teacher's Salaries & Benefits for Targeted Students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$165,968

Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$75,000

Action 3

Planned Actions/Services

1.3 Continue to provide Opportunity School Classroom.

Actual Actions/Services

We eliminated the Opportunity Classroom but retained aides for student needs

Budgeted Expenditures

Opportunity Teacher Salary & Benefits 1000-1999: Certificated Personnel Salaries Base \$85,000

Opportunity Para's Salary & Benefits 2000-2999: Classified Personnel Salaries Base \$28,000

Estimated Actual Expenditures

Eliminated the Opportunity classroom

Action 4

Planned Actions/Services

1.4 Continue to support technology district wide including improving network infrastructure, one to one

Actual Actions/Services

We continue to support technology district wide including improving network infrastructure, one to one student devices grades 6-8 , and

Budgeted Expenditures

District Wide Tech Curriculum 4000-4999: Books And Supplies Base \$15,000

Estimated Actual Expenditures

District Wide Tech Curriculum 4000-4999: Books And Supplies LCFF Base \$23,000

student devices grades 6-8 , and technology curriculum.

technology curriculum. We have added one to one devices to many of our elementary school classrooms.

One to One Devices 4000-4999: Books And Supplies Title I \$33,000

One to One Devices 4000-4999: Books And Supplies Title I \$19,570

One to One Devices 4000-4999: Books And Supplies Base \$56,297

One to One Devices 4000-4999: Books And Supplies LCFF Base \$80,591

District Wide Tech Infrastructure 5000-5999: Services And Other Operating Expenditures Base \$30,000

District Wide Tech Infrastructure 5000-5999: Services And Other Operating Expenditures LCFF Base \$31,618

Materials and Supplies 4000-4999: Books And Supplies Supplemental \$40,000

Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$40,000

Action 5

Planned Actions/Services

1.6 Continue to implement data system of formative, interim, & summative assessments for grades 3-8, and Accelerated Reader in grades TK-8.

Actual Actions/Services

We continue to implement data system of formative, interim, & summative assessments for grades 3-8, and Accelerated Reader in grades TK-8

Budgeted Expenditures

Accelerated Reader 4000-4999: Books And Supplies Base \$10,000

Accelerated Reader 4000-4999: Books And Supplies LCFF Base \$15,741

Estimated Actual Expenditures

Aeries Data System 5000-5999: Services And Other Operating Expenditures Base \$8,710

Aeries Data System 5000-5999: Services And Other Operating Expenditures LCFF Base \$12,590

Action 6

Planned Actions/Services

1.7 Continue Director position for data collection, entry, LCAP implementation & program implementation.

Actual Actions/Services

We have and will continue Director position for data collection, entry, LCAP implementation & program implementation.

Budgeted Expenditures

5% of BR Admin Salary/Benefits 1000-1999: Certificated Personnel Salaries Base \$8,500

Estimated Actual Expenditures

5% of BR Admin Salary/Benefits 1000-1999: Certificated Personnel Salaries LCFF Base \$8,500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have met our goal by implementing all of our actions and service as described above. Although we have either maintained or just slightly improved in our areas covered under the California Dashboard, we have not seen any significant changes. We will need to continue to work on improving in the areas of ELA and Math and will need to continue to provide staff development to all staff. We continue to find it difficult to provide this staff development as there are no subs available and staff does not want to come in on unscheduled days to receive training.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall we have made slight progress in ELA and Math but need to continue to move in a positive direction. We maintained or improved our suspension rates but still have to see more improvement. Our English Language Students have made growth but still are at the low end of what we would like to see. Our staff is wanting more staff development but finding a way to provide this to them has been difficult given the lack of substitute teachers. We are looking to possible add staff development days into the staff calendar in the future to address this concern.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference is mainly because of negotiations and an increase in salaries for all employees. The increase in STRS and PERS has also had a significant impact on our expenditures. Action 3 - We dissolved the Opportunity Class and continue to support a section to the students flex for those requiring the additional support that the opportunity class allowed.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No significant changes made to this goal, expected outcomes, metrics or actions and services

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Wheatland School district will recruit and retain high quality teachers and principals, and ensure that all school campus facilities provide a safe, and clean environment for student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

2A. Teacher assignment and credentials as measured by Williams Act.

18-19

Increase/Maintain Percentage (%) of highly qualified teachers and principals from 93% to 95%

Baseline

90.5% of our teachers and principals are highly qualified

Metric/Indicator

2B. School facilities maintained as measured by Williams Act.

18-19

We will maintain 100% of our facilities having a Good/Exemplary rating

Baseline

100% of our facilities have a Good/Exemplary rating

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actual

Our Teacher assignments are appropriate and our staff credentials are highly qualified in most areas. Credentialing/Highly Qualified Status. Our percent of teachers and principals that are highly qualified equals 100%

We continue to maintain our facilities to Good/Exemplary Standards. We invest in our facilities and it shows. We completed the large project that took place this past summer (June - August 2018)

Action 1

Planned
Actions/Services

2.1 Maintain current Highly Qualified staffing including certificated, classified and administrative positions.

Actual
Actions/Services

We have maintained current Highly Qualified staffing including certificated, classified and administrative positions.

Budgeted
Expenditures

25% of HR Tech Salary 2000-2999: Classified Personnel Salaries Base \$23,000

Maintenance Salary & Benefits 2000-2999: Classified Personnel Salaries Base \$370,000

Estimated Actual
Expenditures

25% of HR Tech Salary 2000-2999: Classified Personnel Salaries LCFF Base \$24,980

Maintenance Salary & Benefits 2000-2999: Classified Personnel Salaries LCFF Base \$401,407

EL Certification Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II \$5,000

EL Certification Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II \$4,000

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have worked hard to get all of our staff highly qualified. We still have a few teachers that needed Board Approval but overall we have

made great progress on this goal. We will continue to make it a priority but we do know that some areas in the middle school will always require Board Exceptions as we are not large enough to have some positions full time (ie Drama, Weight Training, etc)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have maintained and improved on our current Highly Qualified staffing including certificated, classified and administrative positions

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Negotiated Agreements with Employees that included pay increases and benefit increases. The increase in STRS and PERS has also had a significant impact on our expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No significant changes made to this goal, expected outcomes, metrics or actions and services

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Increase community, parent and student engagement, involvement, and satisfaction to build trust through transparency, data sharing, and communication.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

3A. Student attendance rates for all students

18-19

Increase Student Attendance Rate from 97% to 97.3%

Baseline

We currently have a 96.7 Student Attendance Rate

Metric/Indicator

3B. Reduce chronic absentee rates for all students

18-19

Decrease the chronic absentee rates for all students from 3.0% to 2.7%

Baseline

We currently have a 3.3% chronic absentee rates for all students

Actual

Our current student attendance rate is less than we would like:

Bear River = 94.4%

Lone Tree = 95.9%

Wheatland Elem = 90%

Wheatland Charter = 96.6%

Our chronic absentee rate has increased. We need to work hard in this area with parents to understand the value of being at school:

Bear River has 30 students divided by cumulative enrollment 633 = 4.7%

Lone Tree is 14 students divided by cumulative enrollment 427 = 3.3%

Wheatland EI is 33 students divided by cumulative enrollment 337 = 10%

Wheatland Charter is 3 students divided by cumulative enrollment 112 = 2.7%

The Wheatland School District total is 80 students divided by cumulative enrollment 1509 = 5.3%

This is continuing to be a big issue for our District!!!

Expected

Actual

Metric/Indicator

3C. Reduce middle school dropout rates for all students

18-19

Decrease middle school dropout rates from .15% to .13%

Baseline

We currently have a .17% Middle school dropout rate

Metric/Indicator

3D. Reduce pupil suspension rates for all students

18-19

Reduce the pupil suspension rates from 4% to 3.8%

Baseline

We currently have a 4.2% Pupil suspension rates

Metric/Indicator

3E. Reduce pupil expulsion rates for all students

18-19

Maintain the pupil expulsion rate at 0%

Baseline

We currently have a .1% Pupil expulsion rates

Metric/Indicator

3F. California Healthy Kids Survey Students Feeling Safe

18-19

Increase CHKS survey Safe & Very Safe rate from 65% to 70%

Baseline

58% of those surveyed perceived the school to be safe or very safe

Metric/Indicator

3G. California Healthy Kids Survey Students Feeling Connected to School

18-19

Increase the CHKS Survey about feeling connected from 65% to 70%

Baseline

57% of those surveyed felt connected to the school

Metric/Indicator

3H. California Healthy Kids Survey response rate

18-19

We currently only have 1 student listed as a dropout which is .07%.

We reduced our suspension rate from 3.7% to 2.2%. We have concentrated on this but need to continue to improve and have alternatives to suspension. We had 44 Suspensions which 17 were out of school and 27 were in school.

We have had 0 expulsions this year so we met that goal. We need to continue to place this as a goal

Based on the California Healthy Kids Survey 75% of those surveyed perceived the school to be safe or very safe

Based on the California Healthy Kids Survey 65% of those surveyed felt connected to the school

Based on the California Healthy Kids Survey 85% of those surveyed responded

Expected

Increase CHKS survey response rate from 90% to 93%

Baseline

CHKS Parent response rate = 84%

Metric/Indicator

3i. Local parent survey response rate for all student subgroups

18-19

Increase parent survey response rate from 25% to 50%

Baseline

We had a 10% local parent survey response rate

We continue to have very little participation response rates. We had about 10% return rate

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

3.1 Continue to provide staff, materials and supplies to support Family Resource Centers (FRC) at each school site after FRC funding was eliminated

Actual
Actions/Services

We continue to provide staff, materials and supplies to support Family Resource Centers (FRC) at each school site after FRC funding was eliminated

Budgeted
Expenditures

Life Skills Para's Salary & Benefits 2000-2999: Classified Personnel Salaries Title I \$82,000

Increased Para Support for Life Skills/FRC 2000-2999: Classified Personnel Salaries Base \$32,000

Estimated Actual
Expenditures

Life Skills Para's Salary & Benefits 2000-2999: Classified Personnel Salaries Title I \$82,000

Increased Para Support for Life Skills/FRC 2000-2999: Classified Personnel Salaries LCFF Base \$12,760

Action 2

Supplies for FRC 4000-4999: Books And Supplies Base \$5,000

Supplies for FRC 4000-4999: Books And Supplies LCFF Base \$5,000

Materials and Supplies 4000-4999: Books And Supplies Supplemental \$5,000

Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Implement School Way and Remind communication programs and maintain district website to support communication with all community stakeholders.	We continue to implement School Way and Remind communication programs and maintain district website to support communication with all community stakeholders.	Catapult EMS 5000-5999: Services And Other Operating Expenditures Base \$4,750 District Website 5000-5999: Services And Other Operating Expenditures Base \$6,250	Catapult EMS 5000-5999: Services And Other Operating Expenditures LCFF Base \$4,958 District Website 5000-5999: Services And Other Operating Expenditures LCFF Base \$5,940

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Provide social emotional counseling services to support student success	We have increased our number of counselors to provide social emotional counseling services to support student success	School Messenger 5000-5999: Services And Other Operating Expenditures Base \$2,500	School Messenger 5000-5999: Services And Other Operating Expenditures LCFF Base \$2,290

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Continue to enhance the implementation of Renaissance student recognition program.	We continue to enhance the implementation of Renaissance student recognition program	Counseling Services 1000-1999: Certificated Personnel Salaries Base \$200,000 Foundation Money 4000-4999: Books And Supplies Locally Defined \$60,000	Counseling Services 1000-1999: Certificated Personnel Salaries LCFF Base \$221,452 Foundation Money 4000-4999: Books And Supplies Locally Defined \$60,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 Provide staff stipends to support extracurricular programs;	We provide staff stipends to support extracurricular programs;	Salary for Elective Class Teacher 1000-1999: Certificated Personnel Salaries Base \$19,885	Salary for Elective Class Teacher 1000-1999: Certificated Personnel Salaries LCFF Base \$19,900

High Achiever Club, After School Programs, Middle school sports, and Music in grades 1-8.	High Achiever Club, After School Programs, Middle school sports, and Music in ALL grades	Personnel Salaries After School Education and Safety (ASES) \$414,053	Personnel Salaries After School Education and Safety (ASES) \$414,053
		Coaches Stipends 1000-1999: Certificated Personnel Salaries LCFF Base \$10,834	Coaches Stipends 1000-1999: Certificated Personnel Salaries LCFF Base \$10,834
		Salary & Benefits for Music Teachers 1000-1999: Certificated Personnel Salaries Base \$192,000	Salary & Benefits for Music Teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$209,939
		High Achiever Club Advisory Stipend Base \$2,000	High Achiever Club Advisory Stipend LCFF Base \$2,214

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Provide high interest parent and community involvement activities events each trimester; math night, STEM night, Music and Art shows.	We provide high interest parent and community involvement activities events each trimester; math night, STEM night, Music and Art shows.	Advertisement 4000-4999: Books And Supplies Base \$500 Function Supplies (Food, Entertainment, etc) 4000-4999: Books And Supplies Locally Defined \$1000	Advertisement 4000-4999: Books And Supplies LCFF Base \$500 Function Supplies (Food, Entertainment, etc) 4000-4999: Books And Supplies Locally Defined \$1,100

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have worked hard to get to increase community, parent and student engagement, involvement, and satisfaction to build trust through transparency, data sharing, and communication. We have focused on behavior improvement plans versus suspensions. We look at these items regularly and discuss in admin meetings monthly. Our community trusts us but yet they can also be critical of us especially on Social Media. We need to work on ways to meet with them face to face versus reacting to social media posts

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have been effective in reducing suspensions but this has been a difficult year for attendance. We continue to work on increasing community, parent and student engagement, involvement, and satisfaction to build trust through transparency, data sharing, and communication

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The major changes are tied to an negotiated agreement with all employees that increased their salaries and benefits. The increase in STRS and PERS has also had a significant impact on our expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No significant changes made to this goal, expected outcomes, metrics or actions and services

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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.

Details of 2018-2019 Meeting Dates and Stakeholder group:

Board Meetings - January 17, February 14, March 7, April 18, May 16

School Site Staff Meetings – Monthly at All Sites

Curriculum Planning and Technology Development – October 1, October 29, November 19, December 3

District Wide TK – 5 ELA Curriculum Meeting – August 12

School Site Council Meetings – Quarterly at School Sites

Administration Meetings – September 18, October 16, December 18, January 156, February 19, March 12, April 16, May 14

Bargain Unit Meetings – May 30

Parent/Community Meetings:

Lone Tree Parent Volunteer Meetings – August 9, August .03, September 6, November 13, April 9, May 23

Bear River Parent Meetings - August 8, August 22, November 12 - 16, December 11, March 11 - 15, March 20, April 15, April 20

Wheatland Elementary Parent Meetings – September 12, October 3, January 6, May 15

Lone Tree FRC Meetings – September 6, February 5, May 2

DELAC Committee Meetings – September 13, January 17, May 16

FRC Network Meeting – Monthly

Distinguished Students – Monthly at all sites

Military Conference - April 2

MTSS Trainings - June 11 & 12, August 13 & 14, October 18, December 11 & 12, January 14, January 23, April 25 & 26

Curriculum Planning and Technology Development (site unless noted at District)

September 10 – 1st – 5th Moby Max and TK/K assessment alignment with software development ESGI

October 1 – Dyslexia, Wonders Pacing and Social Emotional training

October 15 – Dyslexia

December 3 – District Training – Kelso’s Choice

January 7 – Renaissance Flow 360 and Social Studies Pilot training

January 28 – Wonder’s Pacing

February 4 – District Training – Wonder’s pacing as District plan with writing prompts/rubrics

February 13 – Collaboration regarding conference for Mental Health training

March 25 – District - Vaping

April 1 – Site level peer to peer training for Executive Brain Function

April 8 – CAASPP

April 26 – preschool to TK/K collaboration

April 29 – Social Studies pilot - update on progress

District Wide TK – 5 ELA Curriculum Meeting

February 4 – District Training – Wonder’s pacing as District plan with writing prompts/rubrics

LCAP Public Hearing – June 25

LCAP to board for approval – June 27

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Details of 2017-2018 Meeting Dates and Stakeholder group:

Board Meetings - January 18, February 15, March 8, April 19, May 17

School Site Staff Meetings – Monthly at All Sites

Curriculum Planning and Technology Development – October 2, October 30, November 20, December 4,

District Wide TK – 5 ELA Curriculum Meeting – August 14

School Site Council Meetings – September 7, October 10, January 17 , May 24, May 30

Administration Meetings – September 19 , October 17, December 19, January 16 , February 20 , March 13 , April 17 , May 15

Bargain Unit Meetings – October 3, November 8, November 14, January 17, February 13, February 21, May 8, May12

Parent/Community Meetings:

Lone Tree Parent Volunteer Meetings – August 9, August 24, October 10, November 6, May 24

Bear River Parent Meetings - August 9, August 22, November 13 - 17, December 12, March 11 - 15, March 21, April 16, April 21

Wheatland Elementary FRC Meetings – September 14, February 8, May 30

Lone Tree FRC Meetings – September 8, October 5, October 12, December 8 , February 8 & May 31

DELAC Committee Meetings – September 14, February 8, May 31

FRC Network Meeting – Monthly

Distinguished Students – Monthly at all sites

LCAP Public Hearing – June 14

LCAP to board for approval – June 21



Details of 2016-2017 Meeting Dates and Stakeholder group:

Board Meetings - January 19, February 16, March 9, April 20, May 18

School Site Staff Meetings – August 15, 22 & 29, September 12 & 19, October 3, 17 & 31, December 5, January 9, February 6 & 27, March 20 & 27, April 3 & 24, May 8 & 15

Curriculum Planning and Technology Development – August 28, September 11, October 2, October 3, December 5, January 8, January 9, February 6 and April 3

District Wide TK – 5 ELA Curriculum Meeting – September 25, November 20, December 4, February 5, March 13, April 9

School Site Council Meetings – September 8 & 28, January 25, May 17, 24 & 25

Administration Meetings – September 6, October 4, November 1, December 6, January 3, February 7, March 21, April 18, May 2

Bargain Unit Meetings – May 8, May 12, May 26

Parent/Community Meetings:

Lone Tree Parent Volunteer Meetings – August 17, October 11, May 9

Wheatland Elementary FRC Meetings – August 29, October 20, March 9 & May 18

Lone Tree FRC Meetings – August 18, September 15, October 20, December 6, January 19, March 3, April 20 & May 18

DELAC Committee Meetings – September 14, February 8, May 31

FRC Network Meeting – Monthly

Distinguished Students – Monthly at all sites

LCAP Public Hearing – June 1

LCAP to board for approval – June 7

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.

We hold annual meetings with the Board to discuss our Mission and Vision. 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.

2018/19 Meetings were held as follows at the sites:

2018/19 Meetings were held as follows at the sites:

Lone Tree: Site Council on 9/6 and 5/23

Lone Tree Staff Meetings on 8/13, 8/15, 8/16, 8/19, 8/27, 10/9, 10/15, 1/7, 1/15, 1/28, 3/4, 3/29, 5/6, 5/20

Lone Tree ELAC on 9/13, 5/16

Bear River - Site Council on – 9/26/18 and 5/8/19

Bear River Staff Meetings on – 8/9/18, 8/27/18, 9/10/18, 10/7/18, 12/2/18, 1/13/19, 2/3/19, 3/23/19, 4/11/19, 5/6/19

Bear River ELAC on – 9/13, 5/16

Wheatland Elementary - Site Council on

Wheatland Elementary Staff Meetings on

Wheatland Elem ELAC on

2017/18 Meetings were held as follows at the sites:

Lone Tree: Site Council on September 7 & May 24

Lone Tree Staff Meetings on August 14, August 28, September 18, March 5

Lone Tree ELAC on September 14, February 8, May 31

Bear River - Site Council on September 26 & May 8

Bear River Staff Meetings on August 7, September 10, October 1, December 3, January 7, February 4, March 25, May 6

Bear River ELAC on September 14, February 8, May 31

Wheatland Elementary - Site Council on October 10, January 17 & May 30

Wheatland Elementary Staff Meetings on August 21, October 2, October 23, November 27, January 22, February 26, March 19, April 30

Wheatland Elem ELAC on September 14, February 8, May 31

2016/17 Meetings were held as follows at the sites:

Lone Tree: Site Council on September 8 & May 25

Lone Tree Staff Meetings on August 29, September 12, October 31, February 27, & May 15

Lone Tree ELAC on September 15, January 19, May 18

Bear River - Site Council on September 28 and May 17

Bear River Staff Meetings on September 12, October 3, December 5, February 6, March 20, May 15

Bear River ELAC on September 15, January 19, May 18

Wheatland Elementary - Site Council on Sept 28, January 25 and May 24

Wheatland Elementary Site Council Meetings on September 28, January 25, May 24

Wheatland Elementary Staff Meetings on August 15 & 22, September 19, October 17, December 5, January 9, February 27, March 27, April 24, May 22

Wheatland Elem ELAC on September 15, January 19, May 18

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

2018-19 Impact

We followed the same process as we did in 17-18.

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.

Feedback from the stakeholder group included the following recommendations:

- Continue with the implementation of technology, including 1:1 devices in the middle school, elementary classes and increasing the other technology available at all school sites.
- Add CTE classes to our list of electives for middle school students
- Continue to support the after school sports program
- Continue to offer a variety of elective classes so that students have choices
- Continue to support the Renaissance Student Recognition Program.
- Continue to provide safe school environments and well maintained facilities.
- Maintain Counseling time at all sites
- School Safety is a priority
- Add Books in Library including those in other languages

2017-18 Impact

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).

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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.

Feedback from the stakeholder group included the following recommendations:

- Continue with the implementation of technology, including 1:1 devices in the middle school and increasing the technology available at all school sites.
- Continue to support the after school sports program
- Continue to offer a variety of elective classes so that students have choices rather than a limited elective wheel.

Continue to support the Renaissance Student Recognition Program.
Continue to provide safe school environments and well maintained facilities.
Add Counseling time
School Safety is a priority

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Wheatland School District will improve student achievement for all students including EL, Low Income, Foster Youth.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

- We need to ensure that all students have access and enrollment in all required courses of study
- We need to see growth in our students achievement as measured by CAASP data in ELA and Math
- We need to see growth in our students achievement as measured by CST data in Science
- We need to increase the number of students who are ready for next grade level in Math
- We need to increase the number of students that are proficient on annual CELDT
- We need to increase the number students that are reclassified
- We are lacking collaboration time and professional learning at our schools
- We need to update Technology Master Plan annually and implement the contents
- Students will successfully participate in SBAC testing
- We are lacking input and data
- We need to establish data collection and data sharing protocols
- We need to develop regular data reporting process

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A. Implementation of State Standards	The Self Reflection tool will indicate the baseline this year	Maintain/Improve implementation of State Standards	Maintain/Improve implementation of State Standards	Maintain/Improve implementation of State Standards
1B. Academic Performance Index	N/A	N/A	N/A	N/A
1C. Percent of students Reclassified as Fluent English Proficient	24% of our students were reclassified	Increase by 5% of RFEF students from 24% to 29%	Increase by 5% of RFEF students from 29% to 34%	Increase by 5% of RFEF students from 34% to 39%
1D. Percent of students Proficient & Advanced on CELDT/ELPAC	45% of Proficient & Advanced	Increase 5% of Proficient & Advanced on CELDT/ELPAC students from 45% to 50%	Increase 5% of Proficient & Advanced on CELDT/ELPAC students from 50% to 55%	Increase 5% of Proficient & Advanced on CELDT/ELPAC students from 55% to 60%
1E. Percent of students advancing grade level on Accelerated Reader	61% of students advancing grade level on AR	Increase % of students advancing grade level on AR from 61% to 65%	Increase % of students advancing grade level on AR from 65% to 70%	Increase % of students advancing grade level on AR from 70% to 75%
1F. Percent of students ready for next grade level in math as measured by local formative assessments	64% of students are ready for next grade level in math	Increase % of students ready for next grade level in math from 64% to 70%	Increase % of students ready for next grade level in math from 70% to 75%	Increase % of students ready for next grade level in math from 75% to 80%
1G. Student achievement growth on CAASPP assessments as measured by average scale score in math and ELA	2016/17 will be the baseline for students that met level 3 or above for ELA and Math	Increase the % of students that met level 3 or above for ELA and Math	Increase the % of students that met level 3 or above for ELA and Math	Increase the % of students that met level 3 or above for ELA and Math
1H. 100% students have access and enrollment in all required courses of study	100% of students having access and enrollment in all required courses of study	Maintain 100% of students having access and enrollment in all required courses of study	Maintain 100% of students having access and enrollment in all required courses of study	Maintain 100% of students having access and enrollment in all required courses of study

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1i. Implementation of Technology Plan	10% of the technology plan was implemented	25% of the technology plan will be implemented	50% of the technology plan will be implemented	75% of the technology plan will be implemented
1J. Implementation of professional learning	2016/17 will be the baseline for Professional learning plan implementation	Increase the % of Professional learning plan implementation	Increase the % of Professional learning plan implementation	Increase the % of Professional learning plan implementation
1K. 100% of students have standards-aligned instructional materials as measured by Williams Act.	100% of students having standards aligned instructional materials	Maintain 100% of students with standards aligned instructional materials	Maintain 100% of students with standards aligned instructional materials	Maintain 100% of students with standards aligned instructional materials

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

1.1 Provide professional development to support all teachers including; Transitional Kindergarten (TK), Science Technology Engineering and Math (STEM) in grades 6-8, California State Teaching Standards in grades K-8, ELA/ELD instruction materials adoption TK-8 during in-service on minimum days, additional calendar days, and with outside service providers as necessary.

2018-19 Actions/Services

1.1 Provide professional development to support all teachers including; Transitional Kindergarten (TK), Science Technology Engineering and Math (STEM) in grades 6-8, California State Teaching Standards in grades K-8, ELA/ELD instruction materials adoption TK-8 during in-service on minimum days, additional calendar days, and with outside service providers as necessary.

2019-20 Actions/Services

1.1 Provide professional development to support all teachers including; Transitional Kindergarten (TK), Science Technology Engineering and Math (STEM) in grades 6-8, California State Teaching Standards in grades K-8, ELA/ELD instruction materials adoption TK-8 during in-service on minimum days, additional calendar days, and with outside service providers as necessary.

Budgeted Expenditures

Year 2017-18
Amount \$27,000

Source Title II

Budget Reference 1000-1999: Certificated Personnel Salaries
Professional Development

Amount \$5,000

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
Professional Development

Amount \$3,000

Source Base

Budget Reference 4000-4999: Books And Supplies
ELA/ELD instruction materials

2018-19
\$27,000

Title II

1000-1999: Certificated Personnel Salaries
Professional Development

\$5,000

Base

1000-1999: Certificated Personnel Salaries
Professional Development

\$3,000

Base

4000-4999: Books And Supplies
ELA/ELD instruction materials

2019-20
\$27,000

Title II

1000-1999: Certificated Personnel Salaries
Professional Development

\$5,000

Base

1000-1999: Certificated Personnel Salaries
Professional Development

\$3,000

Base

4000-4999: Books And Supplies
ELA/ELD instruction materials

Amount	\$7,670	\$7,000	\$7,000
Source	Title III	Title III	Title III
Budget Reference	2000-2999: Classified Personnel Salaries ELD services	2000-2999: Classified Personnel Salaries ELD services	2000-2999: Classified Personnel Salaries ELD services

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.2 Continue to provide staff and materials to support TK-3rd grade Class Size Reduction (CSR) (FTE), Para-educators for Foster Youth, Low Income and English Learners	1.2 Continue to provide staff to support TK-3rd grade Class Size Reduction (CSR) (FTE), Para-educators for Foster Youth, Low Income and English Learner students	1.2 Continue to provide staff to support TK-3rd grade Class Size Reduction (CSR) (FTE), Para-educators for Foster Youth, Low Income and English Learner students

Learner students (FTE), and Special Education students (FTE).

(FTE), and Special Education students (FTE).

(FTE), and Special Education students (FTE).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$192,072.38	\$200,000	\$210,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries TK Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries TK Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries TK Certificated Salaries and Benefits
Amount	\$229,705	\$232,000	\$235,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Para's Salaries & Benefits for Targeted Students	2000-2999: Classified Personnel Salaries Para's Salaries & Benefits for Targeted Students	2000-2999: Classified Personnel Salaries Para's Salaries & Benefits for Targeted Students
Amount	\$256,486	\$258,000	\$260,000
Source	Special Education	Special Education	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries Special Ed Para's Salary & Benefits	2000-2999: Classified Personnel Salaries Special Ed Para's Salary & Benefits	2000-2999: Classified Personnel Salaries Special Ed Para's Salary & Benefits
Amount	\$137,645	\$140,000	\$143,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher's Salaries & Benefits for Targeted Students	1000-1999: Certificated Personnel Salaries Teacher's Salaries & Benefits for Targeted Students	1000-1999: Certificated Personnel Salaries Teacher's Salaries & Benefits for Targeted Students

Amount	\$75,000	\$75,000	\$75,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups) **Location(s):**
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Students to be Served selection here] [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Schoolwide	Specific Schools: Bear River
Foster Youth		Specific Grade Spans: 6-8
Low Income		

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.3 Continue to provide Opportunity School Classroom.	1.3 Continue to provide Opportunity School Classroom.	1.3 Continue to provide Opportunity School Classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,000	\$85,000	\$90,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Opportunity Teacher Salary & Benefits	1000-1999: Certificated Personnel Salaries Opportunity Teacher Salary & Benefits	1000-1999: Certificated Personnel Salaries Opportunity Teacher Salary & Benefits
Amount	\$27,000	\$28,000	\$29,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Opportunity Para's Salary & Benefits	2000-2999: Classified Personnel Salaries Opportunity Para's Salary & Benefits	2000-2999: Classified Personnel Salaries Opportunity Para's Salary & Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.4 Continue to support technology district wide including improving network infrastructure, one to one student devices grades 6-8 , and technology curriculum.

1.4 Continue to support technology district wide including improving network infrastructure, one to one student devices grades 6-8 , and technology curriculum.

1.4 Continue to support technology district wide including improving network infrastructure, one to one student devices grades 6-8 , and technology curriculum.

Budgeted Expenditures

Year 2017-18 2018-19 2019-20

Amount \$15,000 \$15,000 \$15,000

Source Base Base Base

Budget Reference 4000-4999: Books And Supplies District Wide Tech Curriculum

4000-4999: Books And Supplies District Wide Tech Curriculum

4000-4999: Books And Supplies District Wide Tech Curriculum

Amount \$33,000

\$33,000

\$33,000

Source Title I

Title I

Title I

Budget Reference 4000-4999: Books And Supplies One to One Devices

4000-4999: Books And Supplies One to One Devices

4000-4999: Books And Supplies One to One Devices

Amount \$56,297

\$56,297

\$56,297

Source Base

Base

Base

Budget Reference 4000-4999: Books And Supplies One to One Devices

4000-4999: Books And Supplies One to One Devices

4000-4999: Books And Supplies One to One Devices

Amount \$30,000

\$30,000

\$30,000

Source Base

Base

Base

Budget Reference 5000-5999: Services And Other Operating Expenditures District Wide Tech Infrastructure

5000-5999: Services And Other Operating Expenditures District Wide Tech Infrastructure

5000-5999: Services And Other Operating Expenditures District Wide Tech Infrastructure

Amount \$40,000

\$40,000

\$40,000

Source Supplemental

Supplemental

Supplemental

Budget Reference 4000-4999: Books And Supplies Materials and Supplies

4000-4999: Books And Supplies Materials and Supplies

4000-4999: Books And Supplies Materials and Supplies

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.5 Purchase new English Language Arts adoption curriculum for TK-8 grades.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount \$50,000

Source Lottery

Budget 4000-4999: Books And Supplies

Reference Adoption Materials

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

[Add Students to be Served selection here]

All Schools

Specific Grade Spans: 3-8

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

LEA-wide

All Schools

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.6 Continue to implement data system of formative, interim, & summative assessments for grades 3-8, and Accelerated Reader in grades TK-8.

1.6 Continue to implement data system of formative, interim, & summative assessments for grades 3-8, and Accelerated Reader in grades TK-8.

1.6 Continue to implement data system of formative, interim, & summative assessments for grades 3-8, and Accelerated Reader in grades TK-8.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount \$10,000

\$10,000

\$10,000

Source Base

Base

Base

Budget Reference 4000-4999: Books And Supplies Accelerated Reader

4000-4999: Books And Supplies Accelerated Reader

4000-4999: Books And Supplies Accelerated Reader

Amount	\$8,710	\$8,710	\$8,710
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Aeries Data System	5000-5999: Services And Other Operating Expenditures Aeries Data System	5000-5999: Services And Other Operating Expenditures Aeries Data System

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Unchanged Action Unchanged Action Unchanged Action

2017-18 Actions/Services 2018-19 Actions/Services 2019-20 Actions/Services

1.7 Continue Director position for data collection, entry, LCAP implementation & program implementation. 1.7 Continue Director position for data collection, entry, LCAP implementation & program implementation. 1.7 Continue Director position for data collection, entry, LCAP implementation & program implementation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,200	\$8,500	\$9,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 5% of BR Admin Salary/Benefits	1000-1999: Certificated Personnel Salaries 5% of BR Admin Salary/Benefits	1000-1999: Certificated Personnel Salaries 5% of BR Admin Salary/Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Wheatland School district will recruit and retain high quality teachers and principals, and ensure that all school campus facilities provide a safe, and clean environment for student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

We need to continue to hire and retain highly qualified staff including certificated, classified and administrative positions

We need to make sure that teacher miss-assignments are held to a minimum. We should have no miss-assignments

We need to maintain safe and quality facilities. Our facilities need to have a overall rating of 'Good' or 'Exemplary' on Williams' Visit Report

We need to make sure all teachers working with EL students are properly credentialed

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2A. Teacher assignment and credentials as measured by Williams Act.	90.5% of our teachers and principals are highly qualified	Increase/Maintain Percentage (%) of highly qualified teachers and principals from 90.5% to 93%	Increase/Maintain Percentage (%) of highly qualified teachers and principals from 93% to 95%	Increase/Maintain Percentage (%) of highly qualified teachers and principals from 95% to 98%
2B. School facilities maintained as measured by Williams Act.	100% of our facilities have a Good/Exemplary rating	We will maintain 100% of our facilities having a Good/Exemplary rating	We will maintain 100% of our facilities having a Good/Exemplary rating	We will maintain 100% of our facilities having a Good/Exemplary rating

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.1 Maintain current Highly Qualified staffing including certificated, classified and administrative positions.

2.1 Maintain current Highly Qualified staffing including certificated, classified and administrative positions.

2.1 Maintain current Highly Qualified staffing including certificated, classified and administrative positions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,776	\$23,000	\$25,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries 25% of HR Tech Salary	2000-2999: Classified Personnel Salaries 25% of HR Tech Salary	1000-1999: Certificated Personnel Salaries 25% of HR Tech Salary
Amount	\$368,000	\$370,000	\$375,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintenance Salary & Benefits	2000-2999: Classified Personnel Salaries Maintenance Salary & Benefits	2000-2999: Classified Personnel Salaries Maintenance Salary & Benefits
Amount	\$5,000	\$5,000	\$5,000
Source	Title II	Title II	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures EL Certification Professional Development	5800: Professional/Consulting Services And Operating Expenditures EL Certification Professional Development	5800: Professional/Consulting Services And Operating Expenditures EL Certification Professional Development

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Increase community, parent and student engagement, involvement, and satisfaction to build trust through transparency, data sharing, and communication.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

- We need to increase parent engagement, involvement, and satisfaction
- We need to increase of parents who complete Healthy Kids Parent Survey
- We need to increase community engagement and satisfaction
- We need to increase school attendance rates
- We need to decrease suspensions and expulsions
- We need to decrease the number of students that are chronically absent
- We need to decrease middle school dropouts so that we have none
- We need to decrease the number of out-of-school suspensions
- We need to decrease the number of expulsions
- We need to increase Healthy Kids Survey School Climate Index
- We need to improve communication to stakeholders and increase external communications through website and social media

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3A. Student attendance rates for all students	We currently have a 96.7 Student Attendance Rate	Increase Student Attendance Rate from 96.7% to 97%	Increase Student Attendance Rate from 97% to 97.3%	Increase Student Attendance Rate from 97.3% to 98%
3B. Reduce chronic absentee rates for all students	We currently have a 3.3% chronic absentee rates for all students	Decrease the chronic absentee rates for all students from 3.3% to 3.0%	Decrease the chronic absentee rates for all students from 3.0% to 2.7%	Decrease the chronic absentee rates for all students from 2.7% to 2.4%
3C. Reduce middle school dropout rates for all students	We currently have a .17% Middle school dropout rate	Decrease middle school dropout rates from .17% to .15%	Decrease middle school dropout rates from .15% to .13%	Decrease middle school dropout rates from .13% to .1%
3D. Reduce pupil suspension rates for all students	We currently have a 4.2% Pupil suspension rates	Reduce the pupil suspension rates from 4.2% to 4%	Reduce the pupil suspension rates from 4% to 3.8%	Reduce the pupil suspension rates from 3.8% to 3.6%
3E. Reduce pupil expulsion rates for all students	We currently have a .1% Pupil expulsion rates	Reduce the pupil expulsion rates from .1% to 0%	Maintain the pupil expulsion rate at 0%	Maintain the pupil expulsion rate at 0%
3F. California Healthy Kids Survey Students Feeling Safe	58% of those surveyed perceived the school to be safe or very safe	Increase CHKS survey Safe & Very Safe rate from 58% to 65%	Increase CHKS survey Safe & Very Safe rate from 65% to 70%	Increase CHKS survey Safe & Very Safe rate from 70% to 75%
3G. California Healthy Kids Survey Students Feeling Connected to School	57% of those surveyed felt connected to the school	Increase the CHKS Survey about feeling connected from 57% to 65%	Increase the CHKS Survey about feeling connected from 65% to 70%	Increase the CHKS Survey about feeling connected from 70% to 55%
3H. California Healthy Kids Survey response rate	CHKS Parent response rate = 84%	Increase CHKS survey response rate from 84% to 90%	Increase CHKS survey response rate from 90% to 93%	Increase CHKS survey response rate from 93% to 96%
3i. Local parent survey response rate for all student subgroups	We had a 10% local parent survey response rate	Increase parent survey response rate from 10% to 25%	Increase parent survey response rate from 25% to 50%	Increase parent survey response rate from 50% to 75%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Students to be Served selection here] [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 English Learners LEA-wide All Schools
 Foster Youth
 Low Income

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.1 Continue to provide staff, materials and supplies to support Family Resource Centers (FRC) at each school site after FRC funding was eliminated

3.1 Continue to provide staff, materials and supplies to support Family Resource Centers (FRC) at each school site after FRC funding was eliminated

3.1 Continue to provide staff, materials and supplies to support Family Resource Centers (FRC) at each school site after FRC funding was eliminated

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$81,000	\$82,000	\$83,000
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Life Skills Para's Salary & Benefits	2000-2999: Classified Personnel Salaries Life Skills Para's Salary & Benefits	2000-2999: Classified Personnel Salaries Life Skills Para's Salary & Benefits
Amount	\$30,000	\$32,000	\$33,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Increased Para Support for Life Skills/FRC	2000-2999: Classified Personnel Salaries Increased Para Support for Life Skills/FRC	2000-2999: Classified Personnel Salaries Increased Para Support for Life Skills/FRC
Amount	\$5,000	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Supplies for FRC	4000-4999: Books And Supplies Supplies for FRC	4000-4999: Books And Supplies Supplies for FRC
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	4000-4999: Books And Supplies Materials and Supplies	4000-4999: Books And Supplies Materials and Supplies

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

3.2 Implement School Way and Remind communication programs and maintain district website to support communication with all community stakeholders.

2018-19 Actions/Services

3.2 Implement School Way and Remind communication programs and maintain district website to support communication with all community stakeholders.

2019-20 Actions/Services

3.2 Implement School Way and Remind communication programs and maintain district website to support communication with all community stakeholders.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount \$4,750

\$4,750

\$4,750

Source Base

Base

Base

Budget Reference 5000-5999: Services And Other Operating Expenditures Catapult EMS

5000-5999: Services And Other Operating Expenditures Catapult EMS

5000-5999: Services And Other Operating Expenditures Catapult EMS

Amount \$5,940

\$6,250

\$6,500

Source Base

Base

Base

Budget Reference 5000-5999: Services And Other Operating Expenditures District Website

5000-5999: Services And Other Operating Expenditures District Website

5000-5999: Services And Other Operating Expenditures District Website

Amount	\$2,200	\$2,500	\$2,750
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures School Messenger	5000-5999: Services And Other Operating Expenditures School Messenger	5000-5999: Services And Other Operating Expenditures School Messenger

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.3 Provide social emotional counseling services to support student success	3.3 Provide social emotional counseling services to support student success	3.3 Provide social emotional counseling services to support student success

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$196,500	\$200,000	\$210,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Counseling Services	1000-1999: Certificated Personnel Salaries Counseling Services	1000-1999: Certificated Personnel Salaries Counseling Services

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

LEA-wide

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.4 Continue to enhance the implementation of Renaissance student recognition program.

3.4 Continue to enhance the implementation of Renaissance student recognition program.

3.4 Continue to enhance the implementation of Renaissance student recognition program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$60,000	\$60,000
Source	Locally Defined	Locally Defined	Locally Defined
Budget Reference	4000-4999: Books And Supplies Foundation Money	4000-4999: Books And Supplies Foundation Money	4000-4999: Books And Supplies Foundation Money
Amount	\$19,885	\$19,885	\$19,885
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salary for Elective Class Teacher	1000-1999: Certificated Personnel Salaries Salary for Elective Class Teacher	1000-1999: Certificated Personnel Salaries Salary for Elective Class Teacher

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.5 Provide staff stipends to support extracurricular programs; High Achiever

3.5 Provide staff stipends to support extracurricular programs; High Achiever

3.5 Provide staff stipends to support extracurricular programs; High Achiever

Club, After School Programs, Middle school sports, and Music in grades 1-8.

Club, After School Programs, Middle school sports, and Music in grades 1-8.

Club, After School Programs, Middle school sports, and Music in grades 1-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$414,053	\$414,053	\$414,053
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	2000-2999: Classified Personnel Salaries Salary & Benefits for After School Program	2000-2999: Classified Personnel Salaries Salary & Benefits for After School Program	2000-2999: Classified Personnel Salaries Salary & Benefits for After School Program
Amount	\$10,000	\$10,000	\$10,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Coaches Stipends	1000-1999: Certificated Personnel Salaries Coaches Stipends	1000-1999: Certificated Personnel Salaries Coaches Stipends
Amount	\$189,600	\$192,000	\$195,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salary & Benefits for Music Teachers	1000-1999: Certificated Personnel Salaries Salary & Benefits for Music Teachers	1000-1999: Certificated Personnel Salaries Salary & Benefits for Music Teachers
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries High Achiever Club Advisory Stipend	1000-1999: Certificated Personnel Salaries High Achiever Club Advisory Stipend	1000-1999: Certificated Personnel Salaries High Achiever Club Advisory Stipend

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

3.6 Provide high interest parent and community involvement activities events each trimester; math night, STEM night, Music and Art shows.

2018-19 Actions/Services

3.6 Provide high interest parent and community involvement activities events each trimester; math night, STEM night, Music and Art shows.

2019-20 Actions/Services

3.6 Provide high interest parent and community involvement activities events each trimester; math night, STEM night, Music and Art shows.

Budgeted Expenditures

Year 2017-18

Amount \$500

Source Base

2018-19

\$500

Base

2019-20

\$500

Base

Budget Reference 4000-4999: Books And Supplies Advertisement

4000-4999: Books And Supplies Advertisement

4000-4999: Books And Supplies Advertisement

Amount	\$1000	\$1000	\$1000
Source	Locally Defined	Locally Defined	Locally Defined
Budget Reference	4000-4999: Books And Supplies Function Supplies (Food, Entertainment, etc)	4000-4999: Books And Supplies Function Supplies (Food, Entertainment, etc)	4000-4999: Books And Supplies Function Supplies (Food, Entertainment, etc)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$	%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In review of the 2017/19 we will continue to provide the same services for our unduplicated students

Wheatland School District is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL, and foster youth at all school sites. All requests in expending funds go through an approval process through the Superintendent/CBO to ensure that the funds are spent to benefit these subgroups of students.

Further, funds expended at the district level will be used in the following ways which is in response from the Community/Stakeholder Engagement survey as well as research based:

- ~ Continue to provide staff and materials to support TK-3rd grade Class Size Reduction (CSR) (FTE), Para-educators for Foster Youth, Low Income and English Learner students (FTE), and Special Education students (FTE)
- ~ Add additional counselor to have one FTE at each site
- ~ Continue to implement data system of formative, interim, & summative assessments for grades 3-8, and Accelerated Reader in grades TK-8
- ~ Maintain current Highly Qualified staffing including certificated, classified and administrative positions
- ~ Continue to provide staff, materials and supplies to support Family Resource Centers (FRC) at each school site after FRC funding was eliminated
- ~ Provide social emotional counseling services to support student success

~ Continue to enhance the implementation of Renaissance student recognition program

Based on supporting research, experience, and educational theory, the Wheatland School District has determined these actions described in the LCAP are the most effective use of funds to meet the District goals for unduplicated pupils and has established processes to ensure that supplemental funds are utilized in a manner which benefits the intended student subgroups.

The Wheatland School District has reviewed Educational Theory around the reasoning of systematized services and research supports the implementation of our actions and goals to the educational benefits of our unduplicated pupils. We have begun a MTSS approach and we believe All means All with reference to the children we serve.

The Wheatland School District has enhanced the systems surrounding both the planning and budgeting processes for our schools to advance, among other things, the appropriate use of supplemental funds. Each school plan articulates how the school will spend its supplemental funds to advance key students achievement measures. The school sites review their spending plan with the school site council and the District Superintendent. This process ensures the supplemental funds are applied to services and supports for our EL, low-income students and foster youth.

In the Wheatland School District, student needs are sometimes concentrated in specific areas. Such cases warrant a school wide approach, which allows for targeted support while retaining some economics of scale and site flexibility. Research shows that giving schools some autonomy and flexibility to make local decisions will enhance the educational achievement of students.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds Percentage to Increase or Improve Services

\$927,718 9.23%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In review of the 2017/19 we will continue to provide the same services for our unduplicated students

Wheatland School District is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL, and foster youth at all school sites. All requests in expending funds go through an approval process through the Superintendent/CBO to ensure that the funds are spent to benefit these subgroups of students.

Further, funds expended at the district level will be used in the following ways which is in response from the Community/Stakeholder Engagement survey as well as research based:

- ~ Continue to provide staff and materials to support TK-3rd grade Class Size Reduction (CSR) (FTE), Para-educators for Foster Youth, Low Income and English Learner students (FTE), and Special Education students (FTE)
- ~ Add additional counselor to have one FTE at each site
- ~ Continue to implement data system of formative, interim, & summative assessments for grades 3-8, and Accelerated Reader in grades TK-8
- ~ Maintain current Highly Qualified staffing including certificated, classified and administrative positions
- ~ Continue to provide staff, materials and supplies to support Family Resource Centers (FRC) at each school site after FRC funding was eliminated
- ~ Provide social emotional counseling services to support student success
- ~ Continue to enhance the implementation of Renaissance student recognition program

Based on supporting research, experience, and educational theory, the Wheatland School District has determined these actions described in the LCAP are the most effective use of funds to meet the District goals for unduplicated pupils and has established processes to ensure that supplemental funds are utilized in a manner which benefits the intended student subgroups.

The Wheatland School District has reviewed Educational Theory around the reasoning of systematized services and research supports the implementation of our actions and goals to the educational benefits of our unduplicated pupils.

The Wheatland School District has enhanced the systems surrounding both the planning and budgeting processes for our schools to advance, among other things, the appropriate use of supplemental funds. Each school plan articulates how the school will spend its supplemental funds to advance key students achievement measures. The school sites review their spending plan with the school site

council and the District Superintendent. This process ensures the supplemental funds are applied to services and supports for our EL, low-income students and foster youth.

In the Wheatland School District, student needs are sometimes concentrated in specific areas. Such cases warrant a school wide approach, which allows for targeted support while retaining some economics of scale and site flexibility. Research shows that giving schools some autonomy and flexibility to make local decisions will enhance the educational achievement of students.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds Percentage to Increase or Improve Services

\$646,578 6.87%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Wheatland School District is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL, and foster youth at all school sites. All requests in expending funds go through an approval process through the Superintendent/CBO to ensure that the funds are spent to benefit these subgroups of students.

Further, funds expended at the district level will be used in the following ways which is in response from the Community/Stakeholder Engagement survey as well as research based:

~ Continue to provide staff and materials to support TK-3rd grade Class Size Reduction (CSR) (FTE), Para-educators for Foster Youth, Low Income and English Learner students (FTE), and Special Education students (FTE)

- ~ Continue to implement data system of formative, interim, & summative assessments for grades 3-8, and Accelerated Reader in grades TK-8
- ~ Continue to provide Opportunity School Classroom
- ~ Maintain current Highly Qualified staffing including certificated, classified and administrative positions
- ~ Continue to provide staff, materials and supplies to support Family Resource Centers (FRC) at each school site after FRC funding was eliminated
- ~ Provide social emotional counseling services to support student success
- ~ Continue to enhance the implementation of Renaissance student recognition program

Based on supporting research, experience, and educational theory, the Wheatland School District has determined these actions described in the LCAP are the most effective use of funds to meet the District goals for unduplicated pupils and has established processes to ensure that supplemental funds are utilized in a manner which benefits the intended student subgroups.

The Wheatland School District has reviewed Educational Theory around the reasoning of systematized services and research supports the implementation of our actions and goals to the educational benefits of our unduplicated pupils.

The Wheatland School District has enhanced the systems surrounding both the planning and budgeting processes for our schools to advance, among other things, the appropriate use of supplemental funds. Each school plan articulates how the school will spend its supplemental funds to advance key students achievement measures. The school sites review their spending plan with the school site council and the District Superintendent. This process ensures the supplemental funds are applied to services and supports for our EL, low-income students and foster youth.

In the Wheatland School District, student needs are sometimes concentrated in specific areas. Such cases warrant a school wide approach, which allows for targeted support while retaining some economics of scale and site flexibility. Research shows that giving schools some autonomy and flexibility to make local decisions will enhance the educational achievement of students.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) "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).
- (c) "High school graduation rate" shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) "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).
- (e) "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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 EC 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?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC 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 EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 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 *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Funding Source	Total Expenditures by Funding Source						2017-18 through 2019-20 Total
	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total	
All Funding Sources	2,696,445.00	2,753,489.00	2,713,989.38	2,696,445.00	3,190,561.00	8,600,995.38	
After School Education and Safety (ASES)	414,053.00	414,053.00	414,053.00	414,053.00	414,053.00	1,242,159.00	
Base	1,317,392.00	0.00	1,291,430.38	1,317,392.00	1,355,392.00	3,964,214.38	
California Partnership Academies	0.00	0.00	0.00	0.00	0.00	0.00	
LCFF	0.00	0.00	0.00	0.00	199,151.00	199,151.00	
LCFF Base	0.00	1,343,858.00	0.00	0.00	3,700.00	3,700.00	
LCFF Supplemental and Concentration	0.00	519,549.00	0.00	0.00	0.00	0.00	
Locally Defined	61,000.00	61,100.00	61,000.00	61,000.00	61,000.00	183,000.00	
Lottery	0.00	0.00	50,000.00	0.00	0.00	50,000.00	
Other	0.00	0.00	0.00	0.00	244,265.00	244,265.00	
Special Education	258,000.00	290,841.00	256,486.00	258,000.00	260,000.00	774,486.00	
Supplemental	492,000.00	0.00	487,350.00	492,000.00	498,000.00	1,477,350.00	
Title I	115,000.00	101,570.00	114,000.00	115,000.00	116,000.00	345,000.00	
Title II	32,000.00	12,090.00	32,000.00	32,000.00	32,000.00	96,000.00	
Title III	7,000.00	10,428.00	7,670.00	7,000.00	7,000.00	21,670.00	

* Totals based on expenditure amounts in goal and annual update sections.

Object Type	Total Expenditures by Object Type						2017-18 through 2019-20 Total
	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total	
All Expenditure Types	2,696,445.00	2,753,489.00	2,713,989.38	2,696,445.00	3,190,561.00	8,600,995.38	
	2,000.00	2,214.00	0.00	0.00	0.00	0.00	
1000-1999: Certificated Personnel Salaries	887,385.00	866,882.00	867,902.38	889,385.00	1,122,596.00	2,879,883.38	
2000-2999: Classified Personnel Salaries	1,446,053.00	1,494,495.00	1,435,690.00	1,446,053.00	1,515,053.00	4,396,796.00	
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	850.00	850.00	
4000-4999: Books And Supplies	303,797.00	328,502.00	353,797.00	303,797.00	450,152.00	1,107,746.00	
5000-5999: Services And Other Operating Expenditures	52,210.00	57,396.00	51,600.00	52,210.00	64,910.00	168,720.00	
5800: Professional/Consulting Services And Operating Expenditures	5,000.00	4,000.00	5,000.00	5,000.00	5,000.00	15,000.00	
Not Applicable	0.00	0.00	0.00	0.00	32,000.00	32,000.00	

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,696,445.00	2,753,489.00	2,713,989.38	2,696,445.00	3,190,561.00	8,600,995.38
	Base	2,000.00	0.00	0.00	0.00	0.00	0.00
	LCFF Base	0.00	2,214.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	720,385.00	0.00	703,257.38	722,385.00	775,885.00	2,201,527.38
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	144,211.00	144,211.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	692,824.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	165,968.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	32,500.00	32,500.00
1000-1999: Certificated Personnel Salaries	Supplemental	140,000.00	0.00	137,645.00	140,000.00	143,000.00	420,645.00
1000-1999: Certificated Personnel Salaries	Title II	27,000.00	8,090.00	27,000.00	27,000.00	27,000.00	81,000.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	414,053.00	414,053.00	414,053.00	414,053.00	414,053.00	1,242,159.00
2000-2999: Classified Personnel Salaries	Base	453,000.00	0.00	446,776.00	453,000.00	437,000.00	1,336,776.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	16,000.00	16,000.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	463,592.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	233,581.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	0.00	63,000.00	63,000.00
2000-2999: Classified Personnel Salaries	Special Education	258,000.00	290,841.00	256,486.00	258,000.00	260,000.00	774,486.00
2000-2999: Classified Personnel Salaries	Supplemental	232,000.00	0.00	229,705.00	232,000.00	235,000.00	696,705.00
2000-2999: Classified Personnel Salaries	Title I	82,000.00	82,000.00	81,000.00	82,000.00	83,000.00	246,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
2000-2999: Classified Personnel Salaries	Title III	7,000.00	10,428.00	7,670.00	7,000.00	7,000.00	21,670.00
3000-3999: Employee Benefits	Other	0.00	0.00	0.00	0.00	850.00	850.00
4000-4999: Books And Supplies	Base	89,797.00	0.00	89,797.00	89,797.00	89,797.00	269,391.00
4000-4999: Books And Supplies	California Partnership Academies	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	0.00	38,940.00	38,940.00
4000-4999: Books And Supplies	LCFF Base	0.00	127,832.00	0.00	0.00	1,700.00	1,700.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	120,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Locally Defined	61,000.00	61,100.00	61,000.00	61,000.00	61,000.00	183,000.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	50,000.00	0.00	0.00	50,000.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	105,715.00	105,715.00
4000-4999: Books And Supplies	Supplemental	120,000.00	0.00	120,000.00	120,000.00	120,000.00	360,000.00
4000-4999: Books And Supplies	Title I	33,000.00	19,570.00	33,000.00	33,000.00	33,000.00	99,000.00
5000-5999: Services And Other Operating Expenditures	Base	52,210.00	0.00	51,600.00	52,210.00	52,710.00	156,520.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	57,396.00	0.00	0.00	2,000.00	2,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	10,200.00	10,200.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	5,000.00	4,000.00	5,000.00	5,000.00	5,000.00	15,000.00
Not Applicable	Base	0.00	0.00	0.00	0.00	0.00	0.00
Not Applicable	Other	0.00	0.00	0.00	0.00	32,000.00	32,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,261,507.00	1,265,162.00	1,291,785.38	1,261,507.00	1,286,007.00	3,839,299.38
Goal 2	398,000.00	430,387.00	394,776.00	398,000.00	405,000.00	1,197,776.00
Goal 3	1,036,938.00	1,057,940.00	1,027,428.00	1,036,938.00	1,052,438.00	3,116,804.00
Goal 4	0.00	0.00	0.00	0.00	12,000.00	12,000.00
Goal 5	0.00	0.00	0.00	0.00	435,116.00	435,116.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00
Goal 10			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.