

Introduction:

LEA: Wheatland Union High School District Contact (Name, Title, Email, Phone Number): Dr. Vic Ramos, Superintendent, vramos@wheatlandhigh.org, (530) 633-3100 x102
 LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>In order to gather information to develop the initial Local Control Accountability Plan (2014-2015) for the Wheatland Union High School District, eight stakeholder groups were identified. Included in the identified groups were parents of the students of Wheatland Union High School, parents of students entering Wheatland Union High School from the Plumas Lake area, parents of students entering Wheatland Union High School from the greater Wheatland area, the Wheatland Union High School Site Council, The Wheatland Union High School faculty, the Wheatland Union High School</p>	<p>The District’s Strategic Plan serves as the foundation of the Wheatland Union High School District Local Control Accountability Plan. The goals of the District’s Strategic Plan and the LCAP are the same. Under each identified goal in the LCAP are a series of actions designed in assisting to meet the goal. In addition, expenditures, individual(s) responsible, timelines, student groups served, and metrics to determine the levels of success are also identified.</p> <p>For the 2016-2017 LCAP, the information gathered from each of the</p>

classified employees, and two student groups: one representing the general student body, the other students struggling academically.

The groups participating in this process were identified as a means of ensuring all stakeholders had input in the development of the LCAP. The Wheatland Union High School, School Site Council includes parents, students, teachers, classified employees, and community members. The parental groups selected represented students with varied needs and concerns including English Language Learners and Students with Disabilities. In the selection of the parent groups, it was determined that broader input would be gathered by including both current and future student parents. As a result of this input, meetings were scheduled with the parents of the two feeder Districts. Meetings were advertised through flyers, web page and auto dialer announcements. To maximize participation, parental meetings were held in conjunction with other school activities.

In addition to these eight groups, the Wheatland Union High School District Board was instrumental in providing input regarding the direction of the LCAP.

Shortly after the release of the LCAP Template from the State of California in January 2014, meetings of the various groups began to develop the initial plan. Meetings continued from February through early April 2014.

The groups participating in the development of the initial LCAP, other than the parents of entering freshmen, had recently been involved in the review of student performance data in preparation for the WASC visitation and the development of the Site's Action Plan for Improvement. Metrics included student performance data on state, local, and federal examinations, report card data, attendance, suspension, expulsion, and graduations rates, A-G, and EAP assessment data.

Each group was presented with an overview of the Local Control Funding Formula and the components of a Local Control Accountability Plan. A discussion was held on the state's eight priority areas. Conversations were held to determine areas of strength and areas of focus regarding each of the state's priority areas. Minutes were taken to document each group's input.

The student groups identified for LCAP participation were selected to gather

stakeholder groups were reviewed and the plan was evaluated, and modified as necessary. While the five goals of the LCAP remain the same, there have been some modifications made to the actions and funding. Modifications were made based on actions accomplished, continued appropriateness, and the identification of new or changing needs. In addition, the implementation of Professional Learning Communities has had some impact on the actions identified under each goal.

input from all components of the student body. The first group interviewed were members of our Leadership Class. Contained within the make-up of the selected students were high performing students, students with academic challenges, English Language Learners, Students with Disabilities and those receiving free and reduced lunch. The second group of students selected was those who had failed at least one course during their tenure at Wheatland Union High School. Both groups provided unique insight into conditions of learning, pupil outcomes, and levels of engagement.

Once the process of gathering input was completed, the information gathered was placed under the appropriate state priority area. Broad themes were identified. From this point five goals were developed. Under each goal, several actions were identified. The five goals and identified actions became the basis for the 2014-2015 Wheatland Union High School District Local Control Accountability Plan. The five goals identified in the plan were also adopted by the WUHSD Governing Board as it goals for the upcoming year.

A rough draft of the LCAP was constructed. It was presented to the governing board, site council and certificated and classified staffs for further input. On June 10, 2014 a public hearing was conducted for community input and consideration. During the Public hearing a copy of the draft version of the LCAP was available for review on the district website. The 2014-2015 Wheatland Union High School LCAP was approved by the Governing Board on June 17, 2014.

As part of the process of evaluating the success of the first LCAP and in order to determine the need for any adjustments or modifications, a variety of things occurred. First, the Board of Education reviewed the five goals established in the plan. The Governing Board, based on input from the staff, students, and parents, voted to change Goal 1 from: Improve the academic achievement of all students in Wheatland Union High School to: "All students will graduate career and college ready". The five goals from the LCAP were then adopted by the District as its' Strategic Plan. Subsequent to this action various groups went through and evaluated the success and appropriateness of each of the actions identified under the five goals. Various data were examined including, but not limited to, CAHSEE data, report card data, student involvement data, Honor the Code data, Pirate Come About data, and staff and student survey data. The parent advisory group met four times to ensure that the goals and

<p>objectives were appropriate from a parent and community perspective. Data from 2014-15 were examined and the plan's success was evaluated.</p> <p>In addition to the parent advisory, the student advisory and staff also met to determine the appropriateness and success of the plan.</p> <p>Based on the data evaluation and input from the various groups a few adjustments were made to the plan.</p> <p>Subsequent to the development of the first and second Local Control Accountability Plans, the identified stakeholder groups have continued to be involved in the process of evaluating progress made on the existing plan. Various data from 2015-2016 were examined as was the progress made on the goals and actions identified in the plan. Discussions were held, progress was evaluated, and input gathered to determine any necessary changes or modifications to the 2016-2017 plan. Based on the evaluation and input from the various stakeholder groups, few adjustments were made to the plan.</p> <p>An update of the LCAP was developed. It was presented to the governing board, site council, and certificated and classified staffs for further input. On June 21, 2016 a public hearing was conducted for community input and consideration. During the public hearing a copy of the draft version of the LCAP was available for review on the district website. The 2016-2017 Wheatland Union High School LCAP was approved by the Governing Board on June 28, 2016.</p>	
<p>Annual Update:</p> <p>An annual review process of the Local Control Accountability Plan (LCAP) was conducted during which input from all stakeholders groups was solicited. These groups included; staff, students, parents and community members. During the 2015 review, Goal 1 was modified from, "Improve the academic achievement of all students in Wheatland Union High School" to, "All students will graduate career and college ready". The remaining four goals were adopted as originally written. These five goals have also been adopted by the Board as the District's Strategic Plan. Based on input from the various groups it has been determined that the five goals identified in the 2015-2016 Local</p>	<p>Annual Update:</p> <p>The site continues to both support and advertise opportunities for students to become involved in interest based clubs, organizations, extra-curricular, and co-curricular activities. Early in the year, the students were invited to Club Rush during lunch. Club Rush was designed to introduce them to the many and varied opportunities to be involved with the Wheatland Campus. This May 2016 Club Rush was held again to allow incoming members to be identified and initial planning for the 2016-2017 school year to begin.</p> <p>Additionally, the site has implemented Food truck Fridays and weekly</p>

Control Accountability Plan continued to represent the stakeholders' beliefs and wishes . As a result, the five goals of the Local Control Accountability Plan will remain the same with any modifications occurring in the identified actions designed to assist in meeting thee stated goal. The five goals are as follows:

- Goal 1: All students will graduate college and career ready.
- Goal 2: Increase the level of student engagement and feeling of connectedness for all students
- Goal 3: Improve the level of communication between and within all stakeholder groups
- Goal 4: Update and improve the use of technology at all levels of district and site operations
- Goal 5: Maintain an outstanding level of cleanliness and repair at all district facilities

Goal 1: All students will graduate college and career ready
 Progress has been made on achieving Goal 1 through the process of addressing the various actions identified under the goal. These include the following:

- 1.1. Provide staff development that will focus on finalizing the transition to Common Core while addressing issues of rigor, relevance, and relationships. In addition, continue to provide training on the development of Professional Learning Communities.
- 1.2 Continue implementing instructional strategies designed to improve student performance and close the achievement gap.
- 1.3 All Wheatland Union High School teachers will be highly qualified.
- 1.4 Explore and develop courses designed to meet student interests and needs, including curriculum and instructional materials.
- 1.5 Continue to fully support after school tutoring program, including transportation.
- 1.6 Develop and field test a written four-year plan designed to assist students in monitoring their high school career and assist with graduating college and career ready.
- 1.7 Evaluate and select a data program designed to provide timely information to support academic achievement.
- 1.8 Continue to provide books and instructional materials to support the Wheatland Union High School's instructional program.
- 1.9 Continue to provide funding to support teacher planning, development, and collaboration designed to improve student performance.

lunchtime activities. Regular rallies, dances and School-wide assemblies with motivational speakers focusing on positive life choices, and overcoming adversity are also a part of the school program. Homecoming week is a community celebration with a city-wide parade, community barbecue, Hall of Fame inductions, game, and student dance
 Several means of communication have begun in addition to the school web site. The Leadership students have created "We are Wheatland" Twitter, Facebook and Instagram accounts, which provides up to date information regarding what is happening on campus.

Wheatland Union High School athletics continued to be provided with the necessary funds to ensure equipment, transportation, and coaching stipends are covered. In addition, the site brought back freshman sports in an attempt to provide even more opportunities for student involvement.

The Wheatland Union High School music program was also provided with the necessary funding to purchase and repair instruments, uniforms, and to pay for a portion of transportation costs. This year alone, \$33,000 was spent to repair and replace instruments needed to ensure the success of the music program.

The school's commitment to student success can also be seen through the continued support of the after school tutoring program. Teacher stipends and student transportation costs are covered. Parents and students are made aware of the opportunity for tutoring through classroom discussion, Back to School Night, individual parent conferences, auto dialer and the school's web site.

Goal 3: Improve the level of communication between and within all stakeholder groups
 With goal three, as with goals one and two, progress has been made through the process of addressing various actions identified under the goal. These include the following:

- 3.1 Expand website usage and survey stakeholders for satisfaction.
- 3.2 Finalize the evaluation of the current phone system including cost effectiveness and determine feasibility.
- 3.3 Based on completed negotiations, develop a school calendar that further

By the end of the first semester of the 2015-16 school year over 50% of the staff had been trained in Professional Learning Communities. Plans are in place to have the rest of the current staff complete training by July 18, 2016. Collaborative Time is now a regular part of the school calendar, with staff meeting every Monday. Time is divided between Departmental work/planning, staff development, and whole staff collaboration.

Staff participation in Professional Learning Communities, Collaborative Mondays, and a variety of staff development opportunities, focusing on student engagement and success, has assisted in progress being made in these areas. The transition to Common Core and the concepts of rigor, relevance and relationships continues to be addressed and promoted through the PLC process and weekly collaborative time. Included in site staff development offerings have been AVID strategies, Webb's depth of knowledge, and improved delivery techniques. Additionally, a new data program, Global PD, has been selected and three training sessions have occurred with the goal of guiding teams through the entire assessment and teaching cycle, using actual students and data. The sessions covered are as follows:

(Session 1): Navigation Global PD, Identifying Essential Standards, and Learning Targets

(Session 2): Creating Common Formative Assessments, Managing Pacing Homework

(Session 3): Analyzing Data, Having Data Conversations, and Planning Interventions

Through collaborative time, work is in progress to finalize course syllabi, pacing guides, formative and summative assessments, scoring rubrics and writing prompts that support writing across the curriculum. Additionally, staff has been provided with the opportunities to attend various trainings including such things as AVID training, The Power of Zero (Grading Implications), Master Schedule Building and subject specific workshops and conferences.

Materials have continued to be provided to support the school's instructional program. Included in the materials provided this year are the following:

- Special materials for summer school math designed to assist struggling students

supports intra-departmental communication, inter-departmental communication, and intra-district communication.

3.4 Finalize and implement a standardized meeting format.

3.5 Finalize standardized syllabi, white boards, pacing, and departmental rubrics.

3.6 Continue to support use and maintenance of the auto dialer and marquee. Re-evaluate effectiveness.

3.7 Continue to financially support a student generated monthly newsletter; The Pirate Chronicle.

3.8 Parents representing all sub groups will be encouraged to participate in School Site Council, LCAP parent advisory, ELAC and other school committees.

In an effort to improve the level of communication between and within all stakeholder groups, an improved web site was launched in April of 2015. The enhanced web site provides information about the District, High School, and Community Day School. The site includes such items as a staff directory, calendar, the LCAP, SARC report, and an AERIES link which allow parents and students to track attendance and grade data. In addition to the web site, the school has launched "We Are Wheatland", Facebook, Twitter and Instagram accounts. The site continues to support the use of the auto dialer and marquee as well as a student generated newsletter. It is through these various methods that stakeholders are provided up to date information on current and upcoming events. These varied communication methods, as well as Back to School Night, are also used to encourage parents to participate in a variety of school committees including the School Site Council, Parent Advisory Committee, Parent LCAP Committee, and the Bond Oversight Committee. The site does not have an ELAC committee due to the fact that it does not have the percentage of EL students required to maintain one. Issues regarding the English Learner Program are discussed as part of the School Site Council. Stakeholders will be surveyed regarding their satisfaction of with the enhanced communication efforts at the end of the school year.

A new school calendar has been adopted that includes weekly Collaborative Mondays. Time has been allocated for departmental, inter-departmental, and intra-district communication. On Collaborative Mondays, utilizing the PLC process, staff has time to focus on accomplishing identified goals. Staff has received training on the newly adopted data system, Global PD, which provides an easier means of tracking and communicating student progress.

- Integrated Math II materials
- Novels for English Classes
- Thirty three thousand dollars (\$33,000) worth of Instruments for band/music classes
- Technology, such as smart boards, for a variety of classrooms designed to enhance instruction
- Materials for the STEM (Science, Technology, Engineering, and Math) Program
- Materials for the Culinary Arts Program

To date, staff has developed and the School Board has approved eight additional courses designed to meet student interests and needs. Included in the course selection are the following: Foods I, Introduction to Engineering, 3D Digital Art, Environmental Horticulture Science, Integrated Math III, Beginning Instruments, Music in Films, and Ag Engineering and Construction Design. Curriculum and materials have been identified for each of the new courses.

After school tutoring continues to be an ongoing commitment. It has been determined that access to tutoring is a valuable tool in assisting students to become college and career ready.

Currently 83.3% of the 36 certificated staff at Wheatland Union High School is highly qualified. The decline from 97% is due to the hiring of five new teachers for the 2015-16 school year. Of the five staff members, two have out of state credentials, three have provisional credentials. All are currently in process of completing the requirements necessary to become highly qualified. The single staff member who did not meet the threshold of highly qualified last year is in the second year of BTSA training and continues to work toward the expectation of being highly qualified by June of 2017.

The concept of developing and utilizing a written four-year student plan was initially tied to the re-implementation of an Advisory Period within the school day, something that did not occur for the 2015-2016 school year. Although work did begin on a draft of a Four Year Plan, as time progressed it became clear that this year's focus should be on the implementation of Professional Learning Communities (PLC). There continues to be a need to assist students with the development and monitoring of a four-year plan; however, how that will occur is now a task that will be undertaken through the sites PLC process.

Utilizing the newly adopted data system, staff members are working collaboratively to identify key standards, develop common assessments and pacing guides, and determine the most effective student interventions.

Through the PLC process a standardized meeting format has been established. A written agenda is posted 24 hours prior to each meeting, behavior norms have been established, agreed upon and are followed, and written minutes are submitted and made available within 24 hours after each meeting.

The process of evaluating the current phone system remains ongoing. The need to replace a failing alarm system took precedence over a new phone system for the 2015-2016 school year. It was determined that the alarm system was no longer fully functional, while the phone system continues to be operable. Therefore, it became a safety issue not to prioritize the use of existing funds to replace the alarm system. Research was completed, an evaluation was done, and a new alarm system has been installed.

Goal 4: Update and improve the use of technology at all levels of district and site operations

With goal four, as with the prior three goals, progress has been made through the process of addressing various actions identified under the goal. These include the following:

- 4.1 Increase the capacity of the site's infrastructure to support all technology applications including wireless access points, network switches, etc.
- 4.2 Develop a written technology plan based on identified needs and financial prioritization. Begin to implement phase one of the technology plan.
- 4.3 Evaluate the financial implications of updating or replacing the bell and announcement systems and determine feasibility.
- 4.4 Re-evaluate staff needs and continue to provide appropriate staff development designed to support and increase the use of educational technology and the implementation of new state and national standards.

Wheatland Union High School's facility is in the process of undergoing a variety of updates utilizing funds generated by the passing of a General Obligation Bond. Currently, architectural plans are going to bid to address the issues of increasing the site's infrastructure designed to support technology applications. Work in this area is scheduled to begin during the summer of 2016.

Goal 2: Increase the level of student engagement and feeling of connectedness for all students

As with goal 1, progress has been made on Goal 2 through the process of addressing the various actions identified under the goal. These include the following:

- 2.1 Continue to support staff development opportunities designed to increase student connectedness and engagement. Implement weekly collaborative time.
- 2.2 Continue to expand and support programs designed to recognize students and increase student connectedness.
- 2.3 Continue to support and advertise opportunities for students to become involved in interest based clubs and organizations.
- 2.4 Support WUHS athletics by ensuring necessary equipment is identified and purchased to provide safety for our athletes. Calculate and pay the cost of league transportation and ensure coaching stipend funding to be paid according to guidelines of the WHEAT-WUHSD contract.
- 2.5 Support WUHS music program by funding such things as the purchase and repair of instruments and uniforms and paying for a portion of transportation costs.
- 2.6 Support the WUHS after school tutoring program by paying for teacher stipends and student transportation costs. Better communicate with parents about the opportunities provided by this program.
- 2.7 Increase student connectedness to school and sense of belonging. Evaluate based on current dropout rate (6%), graduation rate (94%) and attendance rate (95%).
- 2.8 Reduce the behaviors that lead to suspensions and expulsions, while maintaining an appropriate level of safety at all sites.
- 2.9 Develop an adult / student mentoring program designed to support students' connectedness.

Collaboration is now a regular part of the school year with staff members meeting every Monday. Time is divided between Departmental work/planning, staff development, and whole staff collaboration. By July 18, 2016 all current staff members will have attended PLC training. In addition to focusing on the development of Professional Learning Communities, staff has been provided with the opportunity to attend various trainings including such things, AVID training, ALICE Safety training (Alert, Lockdown, Inform, Counter, Evacuate),

A written technology plan, based on identified needs and financial prioritization, has been developed by an outside consultant. This plan has been finalized and is being presented to the Board for approval at the May 2016 meeting.

Re-evaluating staff development needs in this area is an ongoing process that occurs through the school leadership team and department chairs. Staff members are provided an opportunity to express their needs during Collaborative Monday's, Department and PLC meetings.

Based on the fact that the site's bell and announcement systems continue to function, and that the site's alarm system was an immediate priority, it was determined that the funds should be diverted to replace the alarm system.

Goal 5: Maintain an outstanding level of cleanliness and repair at all district facilities

With goal five, as with all the others, progress has been made through the process of addressing the various actions identified under the goal. These include:

- 5.1 Utilize the Facilities Master Plan as a guideline for site improvements.
- 5.2 Identify and remove unnecessary and surplus materials on a regular basis.

A Board approved Facilities Master Plan, identifying site priorities, is in place. Improvements are made in accordance with the plan, as well as in response to changing conditions or needs. An example of such an identified need is the decision to replace the site's failing alarm system prior to addressing the school's still functioning phone system. Facility updates are being funded through both the General Obligation Bond and Prop 39. Various updates have already occurred, including the replacement of the sewer, electrical, and gas systems, as well as the school quad. During the summer of 2016, work will occur to update the school's bathrooms and lighting, in addition to addressing the technological infrastructure.

In an attempt to maintain an acceptable level of site cleanliness, the position of Maintenance and Operations Supervisor was established. One of the responsibilities of this position is to assist in the regular identification and

The Power of Zero (Grading Implications), Master Schedule Building, and subject specific workshops and conferences. The site's staff development has focused on implementing AVID strategies, Webb's depth of knowledge, improved delivery techniques and the new data program, Global PD. It is through the PLC process that staff addresses their commitment to the concepts of rigor, relevance and relationship. All collaborative time is dedicated to increasing student engagement, connectedness and academic success.

Wheatland Union High School continues to expand and support programs designed to recognize students and increase a sense of connectedness and belonging. "Pirates Come About", was again provided for incoming freshmen the week prior to the beginning of the school year. Students were introduced to High School life and provided with information designed to increase success, as well as assisting them to feel more comfortable as they transition from middle to high school. Students continue to be honored for academic success, as well as extra-curricular participation in sports and campus organizations during the "Depper Awards". "Honor the Code" continues to focus on students and staff exhibiting the positive characteristics of Perseverance, Integrity, Respect, Attitude, Team work, Excellence and Scholarship. Through the PLC process it was as determined that Perseverance rather than Pride and Scholarship rather than sportsmanship better represent the positive characteristics needed to ensure success. Students are given "Code Cards" for displaying positive characteristics and are recognized each Friday for their positive behavior.

removal of all unnecessary and surplus materials. Subsequent to Board approval, this is now a regular occurrence.

Additionally, the site has implemented Food truck Fridays and weekly lunchtime activities. Regular rallies, dances and School-wide assemblies with motivational speakers focusing on positive life choices, and overcoming adversity are also a part of the school program. Homecoming week is a community celebration with a city-wide parade, community barbeque, Hall of Fame inductions, game, and student dance

Several means of communication have begun in addition to the school web site. The Leadership students have created "We are Wheatland" Twitter, Facebook and Instagram accounts, which provides up to date information regarding what is happening on campus.

Wheatland Union High School athletics continued to be provided with the necessary funds to ensure equipment, transportation, and coaching stipends were covered. In addition, the site brought back freshman sports in an attempt to provide even more opportunities for student involvement.

The Wheatland Union High School music program was also provided with the necessary funding to purchase and repair instruments, uniforms, and to pay for a portion of transportation costs. This year alone, \$33,000 was spent to repair and replace instruments needed to ensure the success of the music program.

The school's commitment to student success can also be seen through the continued support of after school tutoring. Teacher stipends and student transportation costs are covered. Parents and students are made aware of the opportunity for tutoring through classroom discussion, Back to School Night, individual parent conferences, auto dialer and the school's web site.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	All students will graduate career and college ready	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : To increase the academic achievement of all students and ensure they are prepared for post-secondary opportunities

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Baseline data of Highly Qualified teachers is 82% • Report Card Data: Increase class GPA by .25% • AP Scores: Increase the percentage of students scoring 3 or better by 3% • SAT: Increase the percentage of students scoring 1050 or higher by 3% • ACT: Increase the percentage of students scoring 24 or higher by 3% • A-G Completion: Increase the percentage of students completing the A-G by 3% • CTE Data: Increase the percentage of CTE certificates being awarded by 5% • Graduation rate: Increase graduation rate by .5% • Sign-in sheets to verify training of Common Core Standards • The number of EL students becoming English proficient or re-classified will be increased by 1.5% • Increase the percentage of students passing the EAP by 1.5% • Written staff development plan • Staff Development attendance data: Sign in sheets • Budget expenditures: For example, materials, supplies, data program, teacher extra hours, etc.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide staff development that will focus on aligning instructional materials and pacing to newly adopted state standards. Continue providing staff development with the focus of implementation of Professional Learning Communities, the implementation of AVID strategies across the curriculum, and a focus on rigor, relevance and relationship.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Educator Effectiveness funds 5000-5999: Services And Other Operating Expenditures Other \$26,000 <hr/> Resp. Admin 5000-5999: Services And Other Operating Expenditures Other \$26,900 <hr/> 5000-5999: Services And Other Operating Expenditures Title II \$4,100

		(Specify)	
1.2 Evaluate the effectiveness and continue implementing instructional practices designed to improve student performance and close the achievement gap.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp: Admin 5000-5999: Services And Other Operating Expenditures LCFF \$8,100
1.3 All Wheatland Union High School teachers will be highly qualified, or will be in the process of becoming highly qualified.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.4 Implement courses designed to meet student interest and needs as they fit within the Master Schedule.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp. Admin 4000-4999: Books And Supplies Other \$54,000 4000-4999: Books And Supplies Lottery \$10,000
1.5 Continue to support after school tutoring including transportation costs.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp. Admin 1000-1999: Certificated Personnel Salaries LCFF \$6,500 2000-2999: Classified Personnel Salaries LCFF \$2,000 5000-5999: Services And Other Operating Expenditures LCFF \$7,400

<p>1.6 Utilize PLC process to explore the development and implementation of a written 4 year plan designed to assist students in monitoring their high school career and assist with graduating college and career ready. Identify how the four year plan can be provided within the current scheduling and staffing constraints.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>1.7 Implement and evaluate the effectiveness of the data program. Provide staff development as necessary.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resp: Admin 5800: Professional/Consulting Services And Operating Expenditures Other \$11,000</p>
<p>1.8 Continue the purchase of textbooks and ancillary materials to support the Wheatland Union High School's instructional program based on material prioritization.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resp. Admin 4000-4999: Books And Supplies LCFF 42,300 Ag Grant 4000-4999: Books And Supplies Supplemental \$12,400 STREAM Grant 4000-4999: Books And Supplies California Career Pathways Trust \$11,000 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$13,000</p>
<p>1.9 Continue to provide funding to support teacher planning, development and collaboration designed to improve student performance.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>\$12,500 1000-1999: Certificated Personnel Salaries LCFF</p>
<p>1.10 Support an AVID program and all the ancillary materials that are necessary for its success. Specific AVID skill</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils</p>	<p>\$19,300 5800: Professional/Consulting Services And Operating Expenditures LCFF</p>

sets will be practiced school-wide.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$5,000 5000-5999: Services And Other Operating Expenditures Title I \$2,200 2000-2999: Classified Personnel Salaries LCFF \$2,500 4000-4999: Books And Supplies LCFF
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Baseline data of Highly Qualified teachers is 82% • Report Card Data: Increase class GPA by .25% • AP Scores: Increase the percentage of students scoring 3 or better by 3% • SAT: Increase the percentage of students scoring 1050 or higher by 3% • ACT: Increase the percentage of students scoring 24 or higher by 3% • A-G Completion: Increase the percentage of students completing the A-G by 3% • CTE Data: Increase the percentage of CTE certificates being awarded by 5% • Graduation rate: Increase graduation rate by .5% • Sign-in sheets to verify training of Common Core Standards • The number of EL students becoming English proficient or re-classified will be increased by 1.5% • Increase the percentage of students passing the EAP by 1.5% • Written staff development plan • Staff Development attendance data: Sign in sheets • Budget expenditures: For example, materials, supplies, data program, teacher extra hours, etc.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Evaluate instructional materials and pacing guides for newly adopted state standards. Complete staff training for the implementation of Professional Learning Communities. Ensure all staff have been provided the training to implement AVID strategies across the curriculum while focusing on rigor, relevance and relationship.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Educator Effectiveness funds 5000-5999: Services And Other Operating Expenditures Other \$26,000 Resp: Admin 5000-5999: Services And Other Operating Expenditures Other \$26,900 5000-5999: Services And Other Operating Expenditures Title II \$4,100
1.2 Evaluate the effectiveness of instructional practices. Identify additional strategies as necessary. Through the PLC process, explore a peer mentoring/coaching program designed to improve student performance.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Resp: Admin 5000-5999: Services And Other Operating Expenditures LCFF \$8,100

		English proficient _ Other Subgroups: (Specify)	
1.3 Continue to ensure that all Wheatland Union High School teachers are highly qualified.	LEA Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.4 Evaluate and modify courses.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp: Admin 4000-4999: Books And Supplies Other \$54,000 Resp: Admin 4000-4999: Books And Supplies Lottery \$10,000
1.5 Continue to support after school tutoring including transportation cost.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp. Admin 1000-1999: Certificated Personnel Salaries LCFF \$6,500 2000-2999: Classified Personnel Salaries LCFF \$2,000 5000-5999: Services And Other Operating Expenditures LCFF \$7,400
1.6 Implement the use of a written 4-year plan.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>1.7 Evaluate the effectiveness of the data plan and modify to maximize program use.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resp: Admin 5800: Professional/Consulting Services And Operating Expenditures Other \$11,000</p>
<p>1.8 Continue the purchase of textbooks and ancillary materials based on material prioritization.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resp. Admin 4000-4999: Books And Supplies LCFF \$42,300 Ag Grant 4000-4999: Books And Supplies Supplemental \$12,400 STREAM Grant 4000-4999: Books And Supplies California Career Pathways Trust \$11,000 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$13,000</p>
<p>1.9 Provide funding to support the evaluation and modification of course syllabi, pacing guides, formative and summative assessments, scoring rubrics and writing prompts to support writing across the curriculum.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resp: Admin 1000-1999: Certificated Personnel Salaries LCFF \$12,500</p>
<p>1.10 Continue to support the AVID program and all the ancillary materials that are necessary for its success. Specific AVID skill sets will be practiced school-wide.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>\$19,300 5800: Professional/Consulting Services And Operating Expenditures LCFF \$5,000 5000-5999: Services And Other Operating Expenditures Title I \$2,200 2000-2999: Classified Personnel Salaries LCFF \$2,500 4000-4999: Books And Supplies LCFF</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Baseline data of Highly Qualified teachers is 82%
- Report Card Data: Increase class GPA by .25%
- AP Scores: Increase the percentage of students scoring 3 or better by 3%
- SAT: Increase the percentage of students scoring 1050 or higher by 3%
- ACT: Increase the percentage of students scoring 24 or higher by 3%
- A-G Completion: Increase the percentage of students completing the A-G by 3%
- CTE Data: Increase the percentage of CTE certificates being awarded by 5%
- Graduation rate: Increase graduation rate by .5%
- Sign-in sheets to verify training of Common Core Standards
- The number of EL students becoming English proficient or re-classified will be increased by 1.5%
- Increase the percentage of students passing the EAP by 1.5%
- Written staff development plan
- Staff Development attendance data: Sign in sheets
- Budget expenditures: For example, materials, supplies, data program, teacher extra hours, etc.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Ensure all staff members have been provided the training necessary to fully implement Professional Learning Communities, the transition to common core, and AVID strategies as they address the issues of rigor, relevance and relationships.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Educator Effectiveness Funds 5000-5999: Services And Other Operating Expenditures Other \$26,000 Resp: Admin 5000-5999: Services And Other Operating Expenditures Other \$26,900 5000-5999: Services And Other Operating Expenditures Title II \$4,100</p>
<p>1.2 Develop and field test a peer mentoring/coaching program with the focus of improving student achievement should it be determined to be of value.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resp. Admin 5000-5999: Services And Other Operating Expenditures LCFF \$8,100</p>
<p>1.3 Evaluate to determine that all Wheatland Union High School teachers are highly qualified.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.4 Determine the need to further develop new courses designed to meet student interests and needs based on the evaluation of implementing a master schedule designed to accommodate additional course offerings.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resp. Admin 4000-4999: Books And Supplies Other \$54,000 4000-4999: Books And Supplies Lottery \$10,000
1.5 Continue to support after school tutoring including transportation costs.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resp. Admin 1000-1999: Certificated Personnel Salaries LCFF \$6,500 2000-2999: Classified Personnel Salaries LCFF \$2,000 5000-5999: Services And Other Operating Expenditures LCFF \$7,400
1.6 Continue to evaluate, modify and utilize the written 4-year plan.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.7 Utilize data to identify needs and improve student performance through the PLC process.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Resp: Admin 4000-4999: Books And Supplies Other \$11,000

		English proficient _ Other Subgroups: (Specify)	
<p>1.8 Continue the purchase of textbooks and ancillary materials based on material prioritization.</p>	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Resp. Admin 4000-4999: Books And Supplies LCFF \$42,300</p> <hr/> <p>Ag Grant 4000-4999: Books And Supplies Supplemental \$12,400</p> <hr/> <p>STREAM 4000-4999: Books And Supplies California Career Pathways Trust \$11,000</p> <hr/> <p>4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$13,000</p>
<p>1.9 Continue to provide funding and finalize course syllabi, pacing guides, formative and summative assessments, scoring rubrics and writing prompts to support writing across the curriculum.</p>	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Resp: Admin</p> <hr/> <p>1000-1999: Certificated Personnel Salaries LCFF \$12,500</p>
<p>1.10 Continue to support the AVID program and all the ancillary materials that are necessary for its success. Specific AVID skill sets will be practiced school-wide.</p>	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>\$19,300 5800: Professional/Consulting Services And Operating Expenditures LCFF</p> <hr/> <p>\$5,000 5000-5999: Services And Other Operating Expenditures Title I</p> <hr/> <p>\$2,200 2000-2999: Classified Personnel Salaries LCFF</p> <hr/> <p>\$2,500 4000-4999: Books And Supplies LCFF</p>

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

GOAL 2:	Increase the level of student engagement and feeling of connectedness for all students	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : An increased level of student engagement and feeling of connectedness.

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • A list of staff development offerings provided • Identify the percent of students being recognized for academic, social, and appropriate character traits. • Establish the percent of student participation in extra and co-curricular activities based on rosters and sign in sheets • Purchase orders for athletic safety equipment, transportation and stipends • Purchase orders for uniforms, instrument purchase/repair and transportation • Purchase orders and sign in sheets for after school tutoring including transportation • Annual review of suspensions and expulsions by category • Maintain an attendance rate of 95% or above • Increase the graduation rate/decrease the drop rate by .5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Evaluate the effectiveness of and continue to support staff development opportunities and collaborative time. Modify as necessary.	LEA - Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resp: Admin See Goal 1.1 5000-5999: Services And Other Operating Expenditures LCFF
2.2 Evaluate and modify as necessary, programs designed to recognize students and increase student connectedness. For example, "Honor the Code,"	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Resp: Admin 4000-4999: Books And Supplies LCFF \$25,000 5000-5999: Services And Other Operating Expenditures LCFF \$6,000

<p>"Pirates Come About," and the "Depper Awards". Increase the percent of student population recognized by 5%.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.3 Evaluate student satisfaction with clubs, organizations and club rush. Modify offerings if necessary and continue to support and advertise opportunities for involvement.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resp: Admin See Goal 2.2 4000-4999: Books And Supplies LCFF</p>
<p>2.4 Support WUHS athletics by ensuring necessary equipment is identified and purchased to provide safety for our athletes. Calculate and pay the cost of league transportation and ensure coaching stipend funding to be paid according to guidelines of the WHEAT -WUHSD Contract.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resp: Admin 1000-1999: Certificated Personnel Salaries LCFF \$48,300 2000-2999: Classified Personnel Salaries LCFF \$64,000 3000-3999: Employee Benefits LCFF \$11,000 4000-4999: Books And Supplies LCFF \$4,450 5000-5999: Services And Other Operating Expenditures LCFF \$5,300 5700-5799: Transfers Of Direct Costs LCFF \$16,000</p>
<p>2.5 Support WUHS music program by funding such things as the purchase and repair of instruments and uniforms and paying for a portion of transportation cost.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$18,000 4000-4999: Books And Supplies LCFF 5000-5999: Services And Other Operating Expenditures LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF</p>
<p>2.6 Support AVID tutoring costs to include the costs of tutors and the WUHS after school tutoring program by paying for teacher stipends and student transportation costs. Continue to communicate with parents about the opportunities provided by this program.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Resp: Admin 2000-2999: Classified Personnel Salaries LCFF \$3,400 5000-5999: Services And Other Operating Expenditures LCFF \$5,200</p>

		_ Other Subgroups: (Specify)	
2.7 Evaluate student connectedness to school and sense of belonging by reviewing attendance data, dropout rate and graduation data.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries LCFF \$2,500
2.8 Reduce the behaviors that lead to suspensions and expulsions by increasing student engagement, sense of connection, and enhancing adult/student relationship while continuing to maintain an appropriate level of safety at all sites.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.9 Through the PLC process, explore the idea of developing an adult/student mentoring program with the goal of improving student performance and sense of connectedness.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp. Admin No cost

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • A list of staff development offerings provided • Identify the percent of students being recognized for academic, social, and appropriate character traits. • Establish the percent of student participation in extra and co-curricular activities based on rosters and sign in sheets • Purchase orders for athletic safety equipment, transportation and stipends • Purchase orders for uniforms, instrument purchase/repair and transportation • Purchase orders and sign in sheets for after school tutoring including transportation • Annual review of suspensions and expulsions by category • Maintain an attendance rate of 95% or above • Increase the graduation rate/decrease the drop rate by .5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Continue to evaluate the effectiveness of staff development opportunities and collaborative time. Modify as necessary and continue to support.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp: Admin See Goal 1.1 5000-5999: Services And Other Operating Expenditures LCFF
2.2 Continue to evaluate and modify as necessary, programs designed to recognize students and increase student connectedness. For example, "Honor the Code," Pirates Come about," and the Depper Awards". Increase the percent of student population recognized by 5%.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp: Admin 4000-4999: Books And Supplies LCFF \$25,000 5000-5999: Services And Other Operating Expenditures LCFF \$6,000
2.3 Continue to evaluate student satisfaction with clubs, organizations and club rush. Modify offerings if necessary and continue to support and advertise opportunities for involvement.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Resp: Admin See Goal 2.2 4000-4999: Books And Supplies LCFF

		_ Other Subgroups: (Specify)	
2.4 Support WUHSD athletics by ensuring necessary equipment is identified and purchased to provide safety for our athletes. Calculate and pay the cost of league transportation and ensure coaching stipend funding to be paid according to guidelines of the WHEAT-WUHSD contract.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Rsp: Admin 1000-1999: Certificated Personnel Salaries LCFF \$48,300 <hr/> 2000-2999: Classified Personnel Salaries LCFF \$63,900 <hr/> 3000-3999: Employee Benefits LCFF 11,000 <hr/> 4000-4999: Books And Supplies LCFF \$4,500 <hr/> 5000-5999: Services And Other Operating Expenditures LCFF \$5,300 <hr/> 5700-5799: Transfers Of Direct Costs LCFF \$16,000
2.5 Support WUHS music program by funding such things as the purchase and repair of instruments and uniforms and paying for a portion of transportation cost.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$18,000 4000-4999: Books And Supplies LCFF <hr/> 5000-5999: Services And Other Operating Expenditures Locally Defined <hr/> 5800: Professional/Consulting Services And Operating Expenditures LCFF
2.6 Continue to support AVID tutoring costs to include the costs of tutors and the WUHS after-school tutoring program by paying for teacher stipends and student transportation costs. Continue to communicate with parents about the opportunities provided by this program.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp: Admin 2000-2999: Classified Personnel Salaries LCFF \$3,400 <hr/> 5000-5999: Services And Other Operating Expenditures LCFF \$5,200
2.7 Continue to evaluate student connectedness to school and sense of belonging by attendance data, dropout rate and graduation rate.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp: Admin 2000-2999: Classified Personnel Salaries LCFF \$2,500

<p>2.8 Evaluate the reduction in the behaviors that lead to suspensions and expulsions, while maintaining an appropriate level of safety at all sites.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>2.9 Pilot the student mentoring program on a trial basis.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resp: Admin No Cost LCFF</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • A list of staff development offerings provided • Identify the percent of students being recognized for academic, social, and appropriate character traits. • Establish the percent of student participation in extra and co-curricular activities based on rosters and sign in sheets • Purchase orders for athletic safety equipment, transportation and stipends • Purchase orders for uniforms, instrument purchase/repair and transportation • Purchase orders and sign in sheets for after school tutoring including transportation • Annual review of suspensions and expulsions by category • Maintain an attendance rate of 95% or above • Increase the graduation rate/decrease the drop rate by .5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Continue to evaluate the effectiveness of staff development opportunity. Modify as necessary and continue to support.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	<p>Resp: Admin. See Goal 1.1 5000-5999: Services And Other Operating Expenditures LCFF</p>

		_ Other Subgroups: (Specify)	
2.2 Continue to evaluate and modify as necessary, programs designed to recognize students and increase student connectedness . For example, "Honor the Code," "Pirates Come About," and the "Depper Awards". Increase the percent of student population recognized by 5%.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp: Admin 4000-4999: Books And Supplies LCFF \$25,000 5000-5999: Services And Other Operating Expenditures LCFF \$6,000
2.3 Continue to evaluate student satisfaction with clubs, organizations and club rush. Modify offerings if necessary and continue to support and advertise opportunities for involvement.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp: Admin See Goal 2.2 4000-4999: Books And Supplies LCFF
2.4 Support WUHS athletics by ensuring necessary equipment is identified and purchased to provide safety for our athletes. Calculate and pay the cost of league transportation and ensure coaching stipend funding to be paid according to guidelines of the WHEAT-WUHSD contract.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp: Admin 1000-1999: Certificated Personnel Salaries LCFF \$48,300 2000-2999: Classified Personnel Salaries LCFF \$64,000 3000-3999: Employee Benefits LCFF \$11,000 4000-4999: Books And Supplies LCFF \$4,500 5700-5799: Transfers Of Direct Costs LCFF \$16,000 5000-5999: Services And Other Operating Expenditures LCFF \$5,300
2.5 Support WUHS music program by funding such things as the purchase and repair of instruments and uniforms and paying for a portion of transportation costs.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$18,000 4000-4999: Books And Supplies LCFF 5000-5999: Services And Other Operating Expenditures LCFF

<p>2.6 Support the WUHS after school tutoring program by paying for teacher stipends and student transportation costs. Better communicate with parents the opportunities provided by this program.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resp: Admin 2000-2999: Classified Personnel Salaries LCFF \$3,400 5000-5999: Services And Other Operating Expenditures LCFF \$5,200</p>
<p>2.7 Continue to evaluate student connectedness to school and sense of belonging by attendance data, dropout rate and graduation rate.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resp: Admin 2000-2999: Classified Personnel Salaries LCFF \$2,500</p>
<p>2.8 Continue to evaluate the reduction in the behaviors that lead to suspensions and expulsions, while maintaining an appropriate level of safety at all sites.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.9 Evaluate the student mentoring program and determine its' effectiveness. Implement modified program if appropriate.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resp: Admin No Cost</p>

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

GOAL 3:	Improve the level of communication between and within all stakeholder groups.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : To increase the level of communication between and within all stakeholder groups.

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • New Web Site: use and satisfaction • Phone System: evaluation results and cost effectiveness determination • School Calendar: identification of time for collaboration and increased communication • Stakeholder Survey Data: Meeting Notes, Sign-in Sheets, Notes and Minutes from Parent Meetings, Back- To-School Night attendance • Student Newsletters: monthly copy • Standardized Formats: Syllabus, meeting, rubrics, pacing guides
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Explore means to continue to expand website usage and survey stakeholders for satisfaction.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resp: Admin 2000-2999: Classified Personnel Salaries LCFF \$750 <hr/> 1000-1999: Certificated Personnel Salaries LCFF \$750 <hr/> 3000-3999: Employee Benefits LCFF \$300 <hr/> 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,400
3.2 Finalize the evaluation of the current phone system including cost, effectiveness and determine feasibility.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Resp: Admin. Cost TBD LCFF

		English proficient _ Other Subgroups: (Specify)	
3.3 Evaluate the effectiveness of the newly developed school calendar and modify as necessary.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp: Admin See Goal 1.9 1000-1999: Certificated Personnel Salaries LCFF
3.4 Continue utilizing the newly developed standardized meeting format, evaluate for effectiveness and modify as necessary.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp: Admin See Goal 1.9 1000-1999: Certificated Personnel Salaries LCFF
3.5 Review, evaluate, and implement standardized syllabi, pacing guides and departmental rubrics. Work to ensure all staff members are utilizing a standardized white board format as appropriate.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp: Admin See Goal 1.9 1000-1999: Certificated Personnel Salaries LCFF
3.6 Continue to support the use and maintenance of the auto dialer and marquee. Re-evaluate for effectiveness.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp: Admin LCFF

<p>3.7 Continue to financially support a student generated monthly newsletter; The Pirate Chronicle.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resp: Admin. 4000-4999: Books And Supplies LCFF \$600</p>
<p>3.8 Parents representing all sub groups will be encouraged to participate in School Site Council, LCAP parent advisory and other school committees.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies LCFF \$750</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • New Web Site: use and satisfaction • Phone System: evaluation results and cost effectiveness determination • School Calendar: identification of time for collaboration and increased communication • Stakeholder Survey Data: Meeting Notes, Sign-in Sheets, Notes and Minutes from Parent Meetings, Back- To-School Night attendance • Student Newsletters: monthly copy • Standardized Formats: Syllabus, meeting, rubrics, pacing guides
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Evaluate and modify website if necessary. Continue website use.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resp: Admin: 2000-2999: Classified Personnel Salaries LCFF \$750</p> <hr/> <p>1000-1999: Certificated Personnel Salaries LCFF \$750</p> <hr/> <p>3000-3999: Employee Benefits LCFF \$300</p> <hr/> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,400</p>

<p>3.2 Update or replace the current phone system if financially feasible.</p>	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resp: Admin Cost TBD
<p>3.3 Implement the modified calendar and re-evaluate for effectiveness.</p>	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resp: Admin See Goal 1.9 1000-1999: Certificated Personnel Salaries LCFF
<p>3.4 Utilize and evaluate meeting format and modify as necessary.</p>	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resp: Admin See Goal 1.9 1000-1999: Certificated Personnel Salaries LCFF
<p>3.5 Implement and evaluate modified standardized syllabi, white board, pacing, and departmental rubric formats.</p>	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resp: Admin See Goal 1.9 1000-1999: Certificated Personnel Salaries LCFF
<p>3.6</p>	LEA Wide	<input checked="" type="checkbox"/> All	Resp: Admin Locally Defined

<p>Continue to support the use and maintenance of the auto dialer and marquee. Re-evaluate for effectiveness.</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>3.7 Evaluate stakeholder satisfaction with student newsletter. Modify if necessary and continue support.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resp: Admin 4000-4999: Books And Supplies LCFF \$600</p>
<p>3.8 Parents representing all sub groups will be encouraged to participate in School Site Council, LCAP parent advisory and other school committees.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies LCFF \$750</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • New Web Site: use and satisfaction • Phone System: evaluation results and cost effectiveness determination • School Calendar: identification of time for collaboration and increased communication • Stakeholder Survey Data: Meeting Notes, Sign-in Sheets, Notes and Minutes from Parent Meetings, Back- To-School Night attendance • Student Newsletters: monthly copy • Standardized Formats: Syllabus, meeting, rubrics, pacing guides
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>3.1 Evaluate and modify website if necessary. Continue</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Resp: Admin 2000-2999: Classified Personnel Salaries LCFF \$750</p>

<p>website use.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$750 3000-3999: Employee Benefits LCFF \$300 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,400</p>
<p>3.2 Evaluate effectiveness of the updated phone system and adjust as necessary.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resp: Admin Cost TBD</p>
<p>3.3 Implement the modified calendar and re-evaluate for effectiveness.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resp: Admin See Goal 1.9 1000-1999: Certificated Personnel Salaries LCFF</p>
<p>3.4 Utilize and evaluate meeting format and modify as necessary.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resp: Admin See Goal 1.9 1000-1999: Certificated Personnel Salaries LCFF</p>
<p>3.5 Continue to implement and evaluate modified standardized syllabi, white board, pacing guides, and departmental rubric formats.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Resp: Admin See Goal 1.9 1000-1999: Certificated Personnel Salaries LCFF</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3.6 Continue to support the use and maintenance of the auto dialer and marquee. Re-evaluate for effectiveness.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resp: Admin LCFF
3.7 Re-evaluate stakeholder satisfaction with student newsletter. Modify if necessary and continue support.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resp: Admin 4000-4999: Books And Supplies LCFF \$600
3.8 Parents representing all sub groups will be encouraged to participate in School Site Council, LCAP parent advisory and other school committees.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies LCFF \$750

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

GOAL 4:	Update and improve the use of technology at all levels of district and site operations	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : To ensure staff and students have access to appropriate technology and are current on applications

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Technology will be used to enhance the implementation to state standards; class room observations • Site Technology Survey/inventory: Available equipment, Wireless Access Points, Network Switches, etc. • Bell and Announcement System: System evaluation and update prioritization • Staff Development: Role Sheets and Survey Data
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Evaluate effectiveness of construction and identify areas of continued need.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resp: Admin Bond 6000-6999: Capital Outlay Other \$15,000
4.2 Begin the implementation of the newly developed technology plan. Evaluate effectiveness and modify as necessary.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Resp: Admin 5000-5999: Services And Other Operating Expenditures LCFF \$11,000 Technology Upgrades 4000-4999: Books And Supplies Other \$54,600

		(Specify)	
4.3 Evaluate the financial implications of updating or replacing the bell and announcement systems and determine feasibility.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp. admin
4.4 Re-evaluate staff needs and continue to provide appropriate staff development designed to support and increase the use of educational technology and the implementation of new state and national standards.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp. Admin See Goal 1.1 5000-5999: Services And Other Operating Expenditures LCFF

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Technology will be used to enhance the implementation to state standards; class room observations
- Site Technology Survey/inventory: Available equipment, Wireless Access Points, Network Switches, etc.
- Bell and Announcement System: System evaluation and update prioritization
- Staff Development: Role Sheets and Survey Data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Address areas of technological need identified in the evaluation.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resp: Admin Bond 6000-6999: Capital Outlay Other \$15,000

<p>4.2 Continue to implement the technology plan.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resp: Admin 5000-5999: Services And Other Operating Expenditures LCFF \$11,000 Technology Upgrades 4000-4999: Books And Supplies Other \$54,600</p>
<p>4.3 Begin the process of updating or replacing bell and announcement systems if financially feasible.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resp: Admin</p>
<p>4.4 Continue to re-evaluate staff needs and provide appropriate staff development designed to support and increase the use of educational technology and the implementation of new state and national standards.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Resp: Admin See Goal 1.1 5000-5999: Services And Other Operating Expenditures LCFF</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Technology will be used to enhance the implementation to state standards; class room observations • Site Technology Survey/inventory: Available equipment, Wireless Access Points, Network Switches, etc. • Bell and Announcement System: System evaluation and update prioritization • Staff Development: Role Sheets and Survey Data
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1 Continue to address areas of technological need</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Resp: Admin Bond</p>

<p>identified in the evaluation.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>6000-6999: Capital Outlay Other \$15,000</p>
<p>4.2 Continue to implement the technology plan.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resp: Admin 4000-4999: Books And Supplies Other \$54,600 5000-5999: Services And Other Operating Expenditures LCFF \$11,000</p>
<p>4.3 Complete the process of updating or replacing the existing bell and announcement systems if financially feasible.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resp: Admin</p>
<p>4.4 Continue to re-evaluate staff needs and provide appropriate staff development designed to support and increase the use of educational technology and the implementation of new state and national standards.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resp: Admin See Goal 1.1 5000-5999: Services And Other Operating Expenditures LCFF</p>

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

GOAL 5:	Maintain an outstanding level of cleanliness and repair at all district facilities	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : To increase the level of cleanliness and repair at all district facilities.

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Facilities Master Plan: Completed and used as reference for district site improvements • Board Minutes: Documents surplus materials removed • Cleaning Schedule: Posted cleaning schedules that illustrate individual cleaning routes
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Utilize the Facilities Master Plan as a guideline for site improvements.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5.2 Identify and remove unnecessary and surplus materials on a regular basis.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCFF \$1,000

<p>5.3 Evaluate and modify cleaning schedules to include time allocations for each room plus regularly scheduled cleaning of all restroom facilities and grounds.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Facilities Master Plan: Completed and used as reference for district site improvements • Board Minutes: Documents surplus materials removed • Cleaning Schedule: Posted cleaning schedules that illustrate individual cleaning routes
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1 Modify and utilize the Facilities Master Plan as a guideline for site improvements.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>5.2 Identify and remove unnecessary and surplus materials on a regular basis.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$1,000</p>
<p>5.3 Re-evaluate and modify cleaning schedules to include time allocations for each room plus regularly scheduled cleaning of all restroom facilities and grounds.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners</p>	

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Facilities Master Plan: Completed and used as reference for district site improvements Board Minutes: Documents surplus materials removed Cleaning Schedule: Posted cleaning schedules that illustrate individual cleaning routes 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Continue to modify and utilize the Facilities Master Plan as a guideline for site improvements.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.2 Identify and remove unnecessary and surplus materials on a regular basis.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCFF \$1,000
5.3 Re-evaluate and modify cleaning schedules to include time allocations for each room plus regularly scheduled cleaning of all restroom facilities and grounds.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	All students will graduate career and college ready		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Baseline data of Qualified teachers is 97% • CAHSEE data: Increase the percentage of students passing CAHSEE by 1.5% • Report Card Data: Increase class GPA by .25% • AP Scores: Increase the number of students scoring 3 or better by 3% • SAT: Increase the percentage of students scoring 1550 or higher by 3% • ACT: Increase the percentage of students scoring 24 or higher by 3% • A-G Completion: Increase the number of students completing the A-G by 3% • CTE Data: Increase the number of CTE certificates being awarded by 5% • Graduation rate: Increase graduation rate by 1.5% • Sign in sheets to verify training of Common Core Standards • The number of EL students becoming English proficient or re-classified will be increased by 1.5% • Increase the percentage of students passing the EAP by 1.5% • Written Staff Development Plan • Staff Development attendance data: Sign in sheets • Budget expenditures: For example materials, supplies, data program, teacher extra hours, etc. 		Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> • 83.3% of teachers are highly qualified • CAHSEE was suspended by the State of California • Report Card Data will be available for the 2015-16 school year for comparison during the summer of 2016. • AP Scores: AP scores have yet to be reported for the 2015-2016 school year. • SAT: SAT metrics were changed from a perfect score of 2400 to a perfect score of 1600 making the AMO invalid • ACT: ACT scores will be available for comparison during the summer of 2016. • A-G Completion: The percentage of students completing A-G went from 25% to 34%, an increase of 9%. • CTE Data: The number of CTE certificates went from nine to fourteen. This represents and increase of 64%. • Graduation Rate: The graduation rate went from 97% to 95.5% . These percentages represent an decrease of 1.5%. • Sign in sheets for training on Common Core Standards were taken. (See file) • The percent of EL students becoming English proficient or reclassified will be available during the summer of 2016. • The percent of students passing the EAP will be available during the summer of 2016. • A written staff development plan has been developed. (See file) • Staff development attendance data was maintained. (See file) • Budget expenditure data were maintained. (See budget report)

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1.1 Provide staff development that will focus on finalizing the transition to Common Core while addressing issues of rigor, relevance and relationships. In addition, provide training on the development of Professional Learning Communities.</p>	<p>Title II 5000-5999: Services And Other Operating Expenditures LCFF \$35,000</p>	<p>1.1 At the end of the first semester over 50% of the staff have been trained in Professional Learning Communities. By July 18, 2016, all current staff will be trained. The concepts of rigor, relevance and relationships are being addressed and promoted through PLC training. The staff has embraced the concepts and plans are in place to train remaining staff members. Through PLC collaborative time, the transition to Common Core continues.</p>	<p>Educator Effectiveness funds 5000-5999: Services And Other Operating Expenditures Other \$25,805 Resp: Admin 5000-5999: Services And Other Operating Expenditures Other \$26,824 5000-5999: Services And Other Operating Expenditures Title II \$4,083</p>
<p>Scope of Service LEA Wide</p>		<p>Scope of Service LEA Wide</p>	
<p>X All</p>		<p>X All</p>	
<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>1.2 Continue Implementing instructional strategies designed to improve student performance and close the achievement gap.</p>	<p>Resp: Admin Goal:1000,0000 5000-5999: Services And Other Operating Expenditures LCFF \$5,000</p>	<p>1.2 Work continues on the implementation of instructional strategies designed to improve student performance and close the achievement gap. The staffs' commitment to and participation in Professional Learning Communities, Collaborative Mondays, and a variety of staff development opportunities focusing on student engagement and success ensure that progress is being made in</p>	<p>Resp: Admin 5000-5999: Services And Other Operating Expenditures LCFF \$8,094</p>

		these areas. Included in these opportunities are AVID strategies, Webb's depth of knowledge and improved delivery techniques.	
Scope of Service LEA Wide		Scope of Service LEA Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.3 All Wheatland Union High School teachers will be highly qualified.		1.3 Currently 83.3% of the 36 certificated staff at Wheatland Union High School is highly qualified. The decline from 97% to 83.3% is due to the hiring of five new teachers for the 2015-16 school year. Of the five staff members, two have out of state credentials, and three have provisional credentials and are currently in process of completing the requirements to become highly qualified. The single staff member who did not meet the threshold of highly qualified last year is in the second year of BTSA training and continues to work toward the expectation of being highly qualified in June of 2017.	
Scope of Service LEA Wide		Scope of Service LEA Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth		X All OR: _ Low Income pupils _ English Learners _ Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.4 Explore and develop courses designed to meet student interests and needs,including curriculum and instructional materials.</p>	<p>EIA,ROP & Carl Perkins Resp:Admin Goal: 1110 4000-4999: Books And Supplies LCFF \$53,000</p>	<p>1.4 Staff has developed and the School Board has approved eight courses designed to meet student interests and needs. Included in the course selection are the following: Foods I,Introduction to Engineering, 3D Digital Art, Environmental Horticulture Science, Integrated Math III, Beginning Instruments, Music in Films, and Ag Engineering and Construction Design.</p>	<p>LCFF, Lottery Resp: Admin 4000-4999: Books And Supplies Other \$53,749 4000-4999: Books And Supplies Lottery \$10,000</p>
<p>Scope of Service: WUHS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: WUHS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.5 Continue to support after school tutoring including transportation cost.</p>	<p>Resp: Admin Goal: 1110 4000-4999: Books And Supplies LCFF \$15,000</p>	<p>1.5 Wheatland Union High School continues to fully support after school tutoring, including transportation.</p>	<p>Resp: Admin Goal: 1110 4000-4999: Books And Supplies LCFF \$15,851</p>
<p>Scope of Service: LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service: LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

<p>proficient _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>1.6 Develop and field test a written four-year plan designed to assist students in monitoring their high school career and assist with graduating college and career ready.</p>		<p>1.6 The concept of developing and utilizing a written four-year student plan was initially tied to the re-implementation of an Advisory Period within the school day. Although work did begin on a draft of a Four Year Plan, as time progressed it became clear that this year's focus should be on the implementation of Professional Learning Communities (PLC). There continues to be a need to assist students with the development and monitoring of a four-year plan. However it is now a task that will be undertaken through the sites PLC.</p>	
<p>Scope of Service LEA Wide</p>		<p>Scope of Service LEA Wide</p>	
<p><input checked="" type="checkbox"/> All</p>		<p><input checked="" type="checkbox"/> All</p>	
<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>1.7 Evaluate and select a data program designed to provide timely information to support academic achievement.</p>	<p>Resp: Admin Goal: 1110 5800: Professional/Consulting Services And Operating Expenditures LCFF \$8,000</p>	<p>1.7 A new data program called Global PD has been selected and three training sessions have occurred with the goal of guiding teams through the entire assessment and teaching cycle using actual students and data. The sessions covered: (Session 1): Navigation Global PD, Identifying Essential Standards, and Learning Targets,</p>	<p>Resp: Admin Goal: 1110 5800: Professional/Consulting Services And Operating Expenditures Other \$10,875</p>

		(Session 2): Creating Common Formative Assessments, Managing and Pacing Homework. (Session 3): Analyzing Data, Having Data Conversations, and Planning Interventions.	
Scope of Service LEA Wide		Scope of Service LEA Wide	
<input checked="" type="checkbox"/> All		X All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.8 Continue to provide books and instructional materials to support the Wheatland Union High School's instructional program.	Resp: Admin Goal: 1110 4000-4999: Books And Supplies LCFF \$52,000	1.8 The site has continued to provide books and instructional material to support Wheatland Union High School's instructional program. Included in the materials provided this year are the following: <ul style="list-style-type: none"> • Special materials for summer school math designed to assist struggling students • Novels for English Classes • Materials for the STEM Program • Materials for Culinary Arts Program 	Resp: Admin Goal: 1110 4000-4999: Books And Supplies LCFF \$42,223 <hr/> Ag Grant 4000-4999: Books And Supplies Supplemental \$12,309 <hr/> STREAM Grant 4000-4999: Books And Supplies California Career Pathways Trust \$10,510 <hr/> 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$13,000
Scope of Service LEA-Wide		Scope of Service LEA Wide	
<input checked="" type="checkbox"/> All		X All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
1.9 Continue to provide funding to support teacher planning, development, and collaboration designed to improve student performance, including course syllabi, pacing guides, formative and summative assessments, scoring rubrics and writing prompts to support writing across the curriculum.	Resp: Admin Goal: 1110 1000-1999: Certificated Personnel Salaries LCFF \$12,500	1.9 Funding has continued to be provided to support teacher planning, development, and collaboration designed to improve student performance. Collaborative Time is now a regular part of the school year with staff meeting every Monday. Time is divided between Departmental work/planning, staff development, and whole staff collaboration. Additionally, staff has been provided with the opportunities to attend various trainings including such things as PLC training, AVID training, The Power of Zero (Grading Implications), Master Schedule Building and subject specific workshops and conferences.	1000-1999: Certificated Personnel Salaries LCFF \$12,500
Scope of Service LEA-Wide		Scope of Service LEA Wide	
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing progress made on the current actions to Goal 1, there will be a few modifications. The modifications are listed by action item. All other actions will remain the same. 1.1 An additional focus to staff development will include methods to incorporate technology (4.2) into instructional delivery. 1.4 With the number of singletons contained within the Master Schedule the need to develop additional courses has been maximized; focus will now be on implementation. 1.10 An additional action has been placed to specifically address Advancement Via Individual Determination (AVID).		

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

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

Original GOAL 2 from prior year LCAP:	#2 Increase the level of student engagement and feeling of connectedness for all students		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify		
Goal Applies to:	Schools:	All			
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • A list of staff development offerings provided • Identify the percent of students being recognized for academic, social, and appropriate character traits • Establish the percent of student participation in extra and co-curricular activities based on rosters and sign in sheets • Purchase orders for athletic safety equipment, transportation and stipends • Purchase orders for uniforms, instrument purchase/repair and transportation • Purchase orders and sign in sheets for after-school tutoring including transportation • Written description of mentoring program • Annual review of suspensions and expulsions by category • Maintain an attendance rate of 95% or above 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • A list of staff development offerings provided has been maintained. (See file) • The percent of students participating in extra and co-curricular activities is 65%. • Purchase orders for athletics have been generated. (See file) • Purchase orders for the music program have been generated. (See file) • Purchase orders and sign-in sheets for after school tutoring have been maintained. (See file) • A written description of a mentoring program does not currently exist. • An annual review of suspensions and expulsion has occurred. (See data) • The attendance rate has remained stable at approximately 95.2% 	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
2.1 Continue to support staff development opportunities designed to increase student connectedness and engagement. Implement weekly collaborative time.	Resp:Admin Goal: 1110,0000 5000-5999: Services And Other Operating Expenditures LCFF \$15,500		2.1 The site has implemented Collaborative Mondays. This time has been dedicated to whole Staff Development opportunities, Departmental work/planning, and whole staff collaboration. Additionally, staff has been provided with the opportunity to	Resp: Admin Goal: 1110, 0000 5000-5999: Services And Other Operating Expenditures LCFF See Goal 1.1	

		<p>attend various training and workshops including such things as PLC training, AVID training, The Power of Zero, Master Schedule Building Workshop and subject specific workshops and conferences. All collaboration and training opportunities have the goal of increasing student engagement and connectedness.</p>	
<p>Scope of Service LEA-Wide</p>		<p>Scope of Service LEA Wide</p>	
<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>2.2 Continue to expand and support programs designed to recognize students and increase student connectedness. For example, "Honor the Code," "Pirates Come About," and the "Depper Awards". Gather data regarding the percent of the student population acknowledged.</p>	<p>Resp: Admin Goal: 0000, 1110 4000-4999: Books And Supplies 35500 5000-5999: Services And Other Operating Expenditures LCFF</p>	<p>2.2 Wheatland Union High School continues to expand and support programs designed to recognize students and increase connectedness. "Pirate Come About", was again provided for incoming freshmen the week prior to the beginning of the school year. Students were introduced to High School life and provided with information designed to increase both their connectedness and success. In addition, the program was designed to make them feel more comfortable as they transition from middle to high school. Students continue to be honored during the "Depper Awards" for academic success as well as extra-curricular participation in sports and organizations. "Honor the Code"</p>	<p>Resp: Admin Goal: 0000, 1110 4000-4999: Books And Supplies LCFF \$30,244 5000-5999: Services And Other Operating Expenditures LCFF</p>

		<p>continues to focus on students and staff exhibiting the positive characteristics of Pride, Integrity, Respect, Attitude, Team work, Excellence and Sportsmanship. Students are given "Code Cards" for displaying positive characteristics and are recognized each Friday for their positive behavior. In addition, the site has implemented the following: Food truck Fridays, weekly Friday lunchtime activities, and School-wide assemblies with motivational speakers focusing on positive life choices, and overcoming adversity. The site continues to provide numerous rallies and dances. Homecoming week continues as a community-wide celebration with a city-wide parade, community barbecue, Hall of Fame inductions, game, and student dance.</p>	
<p>Scope of Service LEA-Wide</p>		<p>Scope of Service LEA Wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.3 Continue to support and advertise opportunities for students to become involved in interest based clubs and organizations. Provide club rush twice each year.</p>	<p>Resp: Admin Goal: 1110 4000-4999: Books And Supplies LCFF \$1,100</p>	<p>2.3 The site continues to both support and advertise opportunities for students to become involved in interest based clubs and organizations. Early in the year the students were invited to a Club Rush during lunch. Club rush was designed to introduced them to the many and varied opportunities to be involved on the Wheatland Campus. In</p>	<p>Resp: Admin Goal: 1110 4000-4999: Books And Supplies LCFF See Goal 2.2.</p>

		May 2016 Club Rush was held again to allow incoming members to be identified and initial planning for the 2016-2017 school year to begin. In addition to the school web-site, the Leadership students created "We are Wheatland" Twitter, Facebook and Instagram accounts, which provides information regarding what is happening on campus.	
Scope of Service LEA-Wide		Scope of Service LEA Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.4 Support WUHS athletics by ensuring necessary equipment is identified and purchased to provide safety for our athletes. Calculate and pay the cost of league transportation and ensure coaching stipend funding to be paid according to guidelines of the WHEAT-WUHSD contract.	Resp: Admin Goal: 1110 1000-1999: Certificated Personnel Salaries LCFF \$150,000 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	2.4 Wheatland Union High School athletics were provided with the necessary funds to ensure equipment, transportation, and coaching stipends were covered. In addition, the site brought back Freshman sports.	Resp: Admin Goal: 1110 1000-1999: Certificated Personnel Salaries LCFF \$48,299 2000-2999: Classified Personnel Salaries LCFF \$63,897 3000-3999: Employee Benefits LCFF \$10,974 4000-4999: Books And Supplies LCFF \$4,450 5700-5799: Transfers Of Direct Costs LCFF \$16,000 5000-5999: Services And Other Operating Expenditures LCFF \$5,300
Scope of Service LEA-Wide		Scope of Service LEA Wide	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.5</p> <p>Support WUHS music program by funding such things as the purchase and repair of instruments and uniforms and paying for a portion of transportation costs.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>Resp: Admin Goal: 1110 5000-5999: Services And Other Operating Expenditures LCFF \$18,000</p>	<p>2.5</p> <p>The Wheatland Union High School music program was provided with the necessary funding to purchase and repair instruments, uniforms, and to pay for a portion of transportation costs. This year alone, \$33,000 was spent to repair and replace instruments needed to ensure the success of the music program.</p>	<p>4000-4999: Books And Supplies Other \$33,000</p> <p>5000-5999: Services And Other Operating Expenditures</p>
<p>Scope of Service</p> <p>LEA-Wide</p>		<p>Scope of Service</p> <p>LEA Wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.6</p> <p>Support the WUHS after school tutoring program by paying for teacher stipends and student transportation costs. Better communicate with parents about the opportunities provided by this program.</p>	<p>Resp: Admin Goal:1110</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>2.6</p> <p>Wheatland Union High School continues to support after school tutoring by paying teacher stipends and student transportation costs. Parents and students are made aware of the opportunity for tutoring through classroom discussion, Back to School Night, individual parent conferences, auto dialer and the school's web site.</p>	<p>Resp: Admin Goal:1110</p> <p>2000-2999: Classified Personnel Salaries LCFF \$3,400</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$5,200</p>

Scope of Service LEA-Wide		Scope of Service LEA Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.7 Increase student connectedness to school and sense of belonging. Evaluate based on current dropout rate (6%), graduation rate (94%) and attendance rate (95%).	\$2,500 2000-2999: Classified Personnel Salaries LCFF	2.7 Efforts are being made to increase student connectedness and sense of belonging. Results of the 2015-16 data rate will not be available until the summer of 2016.	\$2,500 2000-2999: Classified Personnel Salaries LCFF
Scope of Service LEA-Wide		Scope of Service LEA Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.8 Reduce the behaviors that lead to suspensions and expulsions, while maintaining an appropriate level of safety at all sites.		2.8 In an effort to minimize the behaviors that lead to suspensions and expulsions, the site continues to support the Honor the Code program, as well as other efforts to increase student connectedness. Staff members attended ALICE (Alert, Lock down, Inform, Counter, Evacuate) training in an effort to increase campus safety. The site's updated Safety Plan went to the Board in February and was	

		<p>approved. Wheatland Union High School continues to have an excellent partnership with the Wheatland Police Department in order to ensure the safety of our students and staff.</p>	
<p>Scope of Service LEA-Wide</p>		<p>Scope of Service LEA Wide</p>	
<p><input checked="" type="checkbox"/> All</p>		<p>All</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.9 Develop an adult/student mentoring program designed to support students' connectedness.</p>	<p>Resp: Admin Goal: 0000 4000-4999: Books And Supplies LCFF \$2,800</p>	<p>2.9 Currently, no work has been done to develop a comprehensive student mentoring program. Students do receive mentoring in various CTE programs such as Culinary Arts and Welding but no comprehensive program is currently in place. As staff continues with the PLC process there are plans to address issues such as the development and monitoring of four-year student plans and adult/student mentoring.</p>	<p>No cost</p>
<p>Scope of Service LEA-Wide</p>		<p>Scope of Service</p>	
<p><input checked="" type="checkbox"/> All</p>		<p>X All</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing progress made on the current actions to Goal 2, there will be one modification made. The modification is listed by action item. All other actions will remain the same. 2.9 The determination of the need to develop a student mentoring program will now become a topic for Professional Learning Communities (PLC). Any actions taken in this area will now be determined by the PLC process.		

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

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

Original GOAL 3 from prior year LCAP:	Improve the level of communication between and within all stakeholder groups		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • New Web Site: use and satisfaction • Phone System: evaluation results and cost effectiveness determination • School Calendar: identification of time for collaboration and increased communication • Stakeholder Survey Data: Meeting Notes, Sign-in Sheets, Notes and Minutes from Parent Meetings, Back- To-School Night attendance • Student Newsletters: monthly copy • Standardized Formats: Syllabus, meeting, rubrics, pacing guides 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • The new website was launched April 2015. (See website) Stakeholders will be surveyed for satisfaction during the summer of 2016. • The phone system evaluation was suspended for the 2015-2016 school year so funds could be diverted to replace the school's failed alarm system. • A new school calendar has been developed that provides for collaboration and increased communication. (See written school calendar) • Stakeholder survey data has been gathered and maintained. (see file) • Student Newsletters were completed. (See file copies) • Standardized formats were developed for existing courses (see file)
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
3.1 Expand website usage and survey stakeholders for satisfaction.	Resp: Admin Goal: 0000 5800: Professional/Consulting Services And Operating Expenditures LCFF \$4,000		3.1 An expanded and improved web site was launched for the District, High School, and Community Day School in April of 2015. The web site includes such items as a staff directory, calendar, the LCAP, SARC report, and an AERIES link which allow stakeholders to track attendance and grade data. In addition to the web site,	Resp: Admin Goal: 0000 2000-2999: Classified Personnel Salaries LCFF \$750 1000-1999: Certificated Personnel Salaries LCFF \$750 3000-3999: Employee Benefits LCFF \$300

		<p>the school has launched a Facebook and Twitter accounts "We Are Wheatland" which provides up to date information on upcoming events.</p> <p>Stakeholders will be surveyed for satisfaction after the 2015-16 school year.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,400</p>
<p>Scope of Service LEA-Wide</p>		<p>Scope of Service LEA Wide</p>	
<p><input checked="" type="checkbox"/> All</p>		<p><input checked="" type="checkbox"/> All</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.2 Finalize the evaluation of the current phone system including cost effectiveness and determine feasibility.</p>	<p>Cost: TBD Resp:Admin LCFF</p>	<p>3.2 The process of evaluating the current phone system remains ongoing. The need to replace a failing alarm system took precedence for the 2015-16 school year. It was determined that the alarm system was no longer fully functional, while the phone system continues to be operable. Therefore,it became a safety issue to prioritize the use of the funds to replace the alarm system. Research was completed, an evaluation was done and a new alarm system has been installed.</p>	<p>Cost: TBD Resp:Admin LCFF</p>
<p>Scope of Service LEA-Wide</p>		<p>Scope of Service LEA Wide</p>	
<p><input checked="" type="checkbox"/> All</p>		<p><input checked="" type="checkbox"/> All</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.3 Based on completed negotiations, develop a school calendar that further supports intra-departmental communication, inter-departmental communication, and intra-district communication.</p>	<p>Resp: Admin Goal: 0000 2000-2999: Classified Personnel Salaries LCFF \$1,000</p>	<p>3.3 The site has developed a new school calendar that includes Collaborative Mondays during which time is allocated for departmental, inter-departmental and intra-district communication</p>	<p>Resp: Admin Goal: 0000 1000-1999: Certificated Personnel Salaries LCFF See also Goal 1.9</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.4 Finalize and implement a standardized meeting format.</p>	<p>Resp:Admin Goal: 0000 2000-2999: Classified Personnel Salaries LCFF \$300</p>	<p>3.4 Through the PLC process a standardized meeting format has been established. A written agenda is posted 24 hours prior to each meeting, behavior norms have been established, agreed upon and are followed, and written minutes are submitted and made available within 24 hours after each meeting.</p>	<p>Resp:Admin Goal: 0000 1000-1999: Certificated Personnel Salaries LCFF See also Goal 1.9</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service LEA Wide</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>3.5 Finalize standardized syllabi, white boards, pacing, and departmental rubrics.</p>	<p>Resp: Admin Goal: 0000</p> <hr/> <p>2000-2999: Classified Personnel Salaries LCFF \$300</p>	<p>3.5 All areas are currently in progress. As part of the newly adopted data system, Global PD, staff members are working collaboratively to identify key standards, develop common assessments and pacing guides, and determine the most effective interventions based on student data. During Departmental Collaborative Monday's staff has time to focus on accomplishing these goals.</p>	<p>Resp: Admin Goal: 0000</p> <hr/> <p>1000-1999: Certificated Personnel Salaries LCFF See also Goal 1.9</p>
<p>Scope of Service: LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service: LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>3.6 Continue to support use and maintenance of the auto dialer and marquee. Re-evaluate effectiveness.</p>	<p>Resp: Admin LCFF</p>	<p>3.6 The site continues to support the use of both the auto dialer and marquee. Weekly information and updates are provided via the auto dialer as well as through the newly established Twitter, Instagram and Facebook accounts.</p>	<p>Resp: Admin LCFF</p>
<p>Scope of Service: LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service: LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.7 Continue to financially support a student generated monthly newsletter; The Pirate Chronicle.</p>	<p>Resp: Admin Goal: 0000 5900: Communications LCFF \$600</p>	<p>3.7 The site continues to financially support a student generated monthly newsletter.</p>	<p>Resp: Admin Goal: 0000 4000-4999: Books And Supplies LCFF \$600</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p>X All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.8 Parents representing all sub-groups will be encouraged to participate in School Site Council, LCAP parent advisory, ELAC and other school committees.</p>		<p>3.8 Parents representing all sub-groups are encouraged to participate in School Site Council, LCAP parent advisory, and other school committees through Back To School Night, the web-site, and the school's auto dialer system.</p> <p>The site does not have an ELAC committee due the fact that it does not have the percentage of ELL students required to maintain one.</p>	<p>4000-4999: Books And Supplies LCFF \$750</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service </p> <hr/> <p>X All</p>	

<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As a result of reviewing progress made on the current actions to Goal 3, there will be some modifications. The modifications are listed by action item. All other actions will remain the same. 3.2 The phone system remains a focus due to the prioritization of replacing the alarm system for the school during the 2015-16 school year. 3.5 There is a continued need to focus on the development of syllabi and pacing guides as new courses are included in the Master Schedule.</p>		

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

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

Original GOAL 4 from prior year LCAP:	Update and improve the use of technology at all levels of district and site operations		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Technology will be used to enhance the implementation to state standards; class room observations Site Technology Survey/Inventory: Available equipment, Wireless Access Points, Network Switches, etc. Bell and Announcement System: System evaluation and update prioritization Staff Development: Role Sheets and Survey Data 		Actual Annual Measurable Outcomes:	Annual measurable outcomes will remain the same due to issues with the update of the technology infrastructure.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
4.1 Increase the capacity of the site's infrastructure to support all technology applications including wireless access points, network switches, etc.	Resp: Admin Goal: 0000 Source: Bond 6000-6999: Capital Outlay \$250,000		4.1 Currently, architectural plans are going to bid to address the issues identified in this goal.	Resp: Admin Goal: 0000 Source: Bond 6000-6999: Capital Outlay Other \$15,000	
Scope of Service	LEA-Wide		Scope of Service	LEA Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		

<p>4.2 Develop a written technology plan based on identified needs and financial prioritization. Begin to implement phase one of the technology plan.</p>	<p>Resp: Admin Goal: 1110 4000-4999: Books And Supplies LCFF \$25,000</p>	<p>4.2 A written technology plan, based on identified needs and financial prioritization, has been developed by an outside consultant. The plan was finalized and presented to the Board for approval at the May 2016 meeting.</p>	<p>Resp: Admin Goal: 1110 5000-5999: Services And Other Operating Expenditures LCFF \$10,650 Technology Upgrades 4000-4999: Books And Supplies Other \$54,531</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.3 Evaluate the financial implications of updating or replacing the bell and announcement systems and determine feasibility.</p>	<p>Resp: Admin</p>	<p>4.3 Based on the fact that the site's bell and announcement systems continue to function, and that the site's alarm system was an immediate priority, it was determined that the funds should be diverted to replace the alarm system.</p>	<p>Resp: Admin</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.4</p>	<p>Resp:Admin</p>	<p>4.4</p>	<p>See goal 1.1</p>

<p>Re-evaluate staff needs and continue to provide appropriate staff educational technology and the implementation of new state and national standards.</p>	<p>Goal: 1000,0000 5000-5999: Services And Other Operating Expenditures LCFF \$3,500</p>	<p>Re-evaluating staff development needs is an ongoing process through the school leadership team and department chairs. Staff members are provided an opportunity to express their needs during Collaborative Mondays, Department and PLC meetings.</p>	
<p>Scope of Service: LEA-Wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA Wide</p> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As a result of reviewing progress made on the current actions to Goal 4, there will be very few modifications. The modification is listed by action item. All other actions will remain the same.</p> <p>4.2 An additional focus to staff development (1.1) will include methods to incorporate technology into instructional delivery</p>		

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

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

Original GOAL 5 from prior year LCAP:	Maintain an outstanding level of cleanliness and repair at all district facilities		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Facilities Master Plan: Completed and used as reference for district site improvements Board Minutes: Documents surplus materials removed Cleaning Schedule: Posted cleaning schedules that illustrate individual cleaning routes 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Facilities Master Plan: Completed and used as reference for district site improvements Board Minutes: Documents surplus materials removed Cleaning Schedule: Posted cleaning schedules that illustrate individual cleaning routes
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
5.1 Utilize the Facilities Master Plan as a guideline for site improvements.		\$5,000	5.1 A Board approved Facilities Master Plan that identifies site priorities is in place. Improvements are made in accordance to the plan as well as in response to any changing conditions or needs; an example being the replacement of a no longer functioning alarm system.	
Scope of Service	LEA-Wide			Scope of Service LEA Wide
<input checked="" type="checkbox"/> All				<input checked="" type="checkbox"/> All
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English				OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
5.2 Identify and remove unnecessary and surplus materials on a regular basis.		5.2 In an attempt to maintain an acceptable level of site cleanliness, the position of Maintenance and Operations Supervisor was established. One of the responsibilities of this position is to assist in the regular identification and removal of all unnecessary and surplus materials. This is now a regular occurrence and materials are removed upon board approval.	
Scope of Service LEA-Wide		Scope of Service	
X All		X All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.3 Evaluate and modify cleaning schedules to include time allocations for each room plus regularly scheduled cleaning of all restroom facilities.		5.3 A written cleaning schedule has been developed and is being utilized. Ongoing evaluation occurs as the Maintenance and Operations Supervisor works to determine both the feasibility and success of time allocations of the current plan. Scheduling remains difficult due to the fact that cleaning staff also serve as bus drivers. Transportation needs are a priority and change due to extra-curricular transportation requirements and staff absences.	

Scope of Service LEA-Wide		Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing progress made on the current actions to Goal 5, there will be no modifications to the action items.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$229,745</u>
Supplemental and Concentration grant funds are spent on enhancing curriculum and improving the achievement gap for low income, foster youth and English learner pupils. The District has expended funds to increase the reach of our AVID program and to provide additional support for our unduplicated pupils. The District also continues to offer an after school tutoring program as well as a summer school program.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

3.83	%
Services provided in the LCAP year for low income pupils, foster youth, and English learns include the expansion of our AVID program, an after school tutoring program, and a summer school program.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	402,600.00	552,318.00	513,000.00	525,450.00	525,550.00	1,564,000.00
California Career Pathways Trust	0.00	10,510.00	11,000.00	11,000.00	11,000.00	33,000.00
Carl D. Perkins Career and Technical Education	0.00	13,000.00	13,000.00	13,000.00	13,000.00	39,000.00
LCFF	402,600.00	282,632.00	275,000.00	287,450.00	287,550.00	850,000.00
Lottery	0.00	10,000.00	10,000.00	10,000.00	10,000.00	30,000.00
Other	0.00	219,784.00	187,500.00	187,500.00	187,500.00	562,500.00
Supplemental	0.00	12,309.00	12,400.00	12,400.00	12,400.00	37,200.00
Title II	0.00	4,083.00	4,100.00	4,100.00	4,100.00	12,300.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	402,600.00	552,318.00	513,000.00	525,450.00	525,550.00	1,564,000.00
1000-1999: Certificated Personnel Salaries	162,500.00	61,549.00	55,550.00	68,050.00	68,050.00	191,650.00
2000-2999: Classified Personnel Salaries	1,600.00	68,047.00	72,650.00	72,550.00	72,650.00	217,850.00
3000-3999: Employee Benefits	0.00	11,274.00	11,300.00	11,300.00	11,300.00	33,900.00
4000-4999: Books And Supplies	148,900.00	281,217.00	228,100.00	228,150.00	239,150.00	695,400.00
5000-5999: Services And Other Operating Expenditures	77,000.00	85,956.00	101,000.00	101,000.00	101,000.00	303,000.00
5700-5799: Transfers Of Direct Costs	0.00	16,000.00	16,000.00	16,000.00	16,000.00	48,000.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00	13,275.00	13,400.00	13,400.00	2,400.00	29,200.00
5900: Communications	600.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	0.00	15,000.00	15,000.00	15,000.00	15,000.00	45,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	402,600.00	552,318.00	513,000.00	525,450.00	525,550.00	1,564,000.00
1000-1999: Certificated Personnel Salaries	LCFF	162,500.00	61,549.00	55,550.00	68,050.00	68,050.00	191,650.00
2000-2999: Classified Personnel Salaries	LCFF	1,600.00	68,047.00	72,650.00	72,550.00	72,650.00	217,850.00
3000-3999: Employee Benefits	LCFF	0.00	11,274.00	11,300.00	11,300.00	11,300.00	33,900.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
4000-4999: Books And Supplies	California Career Pathways Trust	0.00	10,510.00	11,000.00	11,000.00	11,000.00	33,000.00
4000-4999: Books And Supplies	Carl D. Perkins Career and Technical Education	0.00	13,000.00	13,000.00	13,000.00	13,000.00	39,000.00
4000-4999: Books And Supplies	LCFF	148,900.00	94,118.00	73,100.00	73,150.00	73,150.00	219,400.00
4000-4999: Books And Supplies	Lottery	0.00	10,000.00	10,000.00	10,000.00	10,000.00	30,000.00
4000-4999: Books And Supplies	Other	0.00	141,280.00	108,600.00	108,600.00	119,600.00	336,800.00
4000-4999: Books And Supplies	Supplemental	0.00	12,309.00	12,400.00	12,400.00	12,400.00	37,200.00
5000-5999: Services And Other Operating Expenditures	LCFF	77,000.00	29,244.00	44,000.00	44,000.00	44,000.00	132,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	52,629.00	52,900.00	52,900.00	52,900.00	158,700.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	4,083.00	4,100.00	4,100.00	4,100.00	12,300.00
5700-5799: Transfers Of Direct Costs	LCFF	0.00	16,000.00	16,000.00	16,000.00	16,000.00	48,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	12,000.00	2,400.00	2,400.00	2,400.00	2,400.00	7,200.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	10,875.00	11,000.00	11,000.00	0.00	22,000.00
5900: Communications	LCFF	600.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Other	0.00	15,000.00	15,000.00	15,000.00	15,000.00	45,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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