

# Local Control and Accountability Plan

Wilsona Elementary

July 1, 2015 - June 30, 2018

06/11/2015 (revised 06/17/2015)



*WSD is the fiscal agent for the SAVE the Children Early Steps for Student Success that is for parents and children under 5 years of age. The funding is guaranteed through January 2017.*

Certificated staffing:

*WSD has 43 classroom teachers, with an average classroom ratio of 31:1.*

*In addition, 1.5 FTE teachers serve as non teaching Administrative Assistants, 1 nurse, 1 psychologist, 2 coaches, 2.5 intervention teachers 2.5 speech therapist, 7 special academic instructors and 1 community day teacher. The .5 speech therapist is contracted out and services are provided through a web based live teacher due to the shortage of speech therapist.*

Classified staffing ratio(s):

*WSD has 67 regularly employed classified employees ranging in 2.5 hours to 8 hours per day.*

Administrator ratio:

*The District has one Superintendent and two school Principals. Ratio of Administrators to students is 445:1. Two Teachers on Special Assignment serve as Assistants to the Principals. One is full time at the middle school and the other is part time at the elementary school.*

Other key staff employed by district to support students:

*The District employs one school psychologist and 2.5 Intervention Teachers.*

Other information about our District:

*The Wilsona School District serves the small, rural, high desert community of Lake Los Angeles. The District covers approximately 100 square miles in the northeast corner of Los Angeles County although most of the region is uninhabited. 90% of the area's population is located within 20 square miles. The community includes both unincorporated parts of Palmdale and Lancaster as well as Wilsona Gardens and Lake Los Angeles. The District boundaries reach Avenue J to the north, 255<sup>th</sup> to the east, Avenue S to the south and 142<sup>nd</sup> to the west. WSD is very rural and remote. There are very few services in the community. There is one stop light and 2 small stores.*

*Parent participation is encouraged through volunteers, PTOs, School Site Councils, English Learner Advisory Committees, and other site and district committees. Parent participation is low and inconsistent. Even when child care, food and prizes are offered for parent attendance, participation is very low.*

### *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
2014-2015 Involvement Process	2014-2015 Impact on LCAP

The Wilsona School School District's process to consult with stakeholders was to reach out to parents, staff and stakeholders to develop and write the 2014-2015 LCAP. Meetings were held at the District Office and at variety of meetings held at the school sites (Vista San Gabriel Elementary and Challenger Middle School) to provide information on the LCAP and to gain the most participation possible. At these meetings, the state priorities, intent of the funds, LCFF budget structure, identified subgroups for the LCAP, and identified district subgroups along with achievement, attendance/truancy and suspension results were shared to inform the participants of the process and purpose of the LCAP in an effort to educate and encourage all participants to engage in the development of the LCAP. Translations were provided. Public Meetings were held on 9/23/12 and 12/16/13 at the District Office. A District staff meeting was held on 12/1/2013. Both bargaining units were provided the information at the negotiating table to take back to their members. WTA CTA met on 10/29/2013 and CSEA met on 11/27/2013.

The District has been facing declining enrollment, budget issues which have resulted in a lose of programs, layoffs, and salary/health benefit reductions. Posters were created to list the wide variety of programs, personnel and opportunities that the District currently provides as well as programs and services previously lost or would like to restore. Suggestions from groups were also added

No written comments from parents were received. As the LCAP was being developed and through the District's engagement process, stakeholder input on charts and surveys were considered and actions were added.

**LCAP Survey Results**

	<b>TOTAL</b>	Parents	Staff		Certificated	Classified
Class Size Reduction	<b>65</b>	25	40		26	14
Transportation	<b>44</b>	33	11		1	10
After School Sports	<b>38</b>	21	17		11	6
Art & Music	<b>34</b>	23	11			11
Summer School	<b>31</b>	19	12		2	10
STEM-M	<b>21</b>		21		6	15
Electives	<b>20</b>	8	12		5	7
Truancy Personnel	<b>17</b>		17		8	9
Transportation for field Trips	<b>12</b>	12				
Gifted and Talented Programs	<b>10</b>	10				
Library Books and Materials	<b>7</b>	7				
Educational Technology Personnel	<b>6</b>		6		4	2
After School Remedial	<b>6</b>	6				
Parent Education	<b>6</b>	6				
Sheriff	<b>5</b>		5			5

2015-2016 Impact on LCAP

The following are the results of the surveys for parents, staff and students. The summaries list only the top 3-5 answers in each section. The results were used to impact the 2015-2016 LCAP and to ensure that the goals and actions represent the stakeholders' input.



to provide a wide scope of areas for the District to consider. Groups were told that items need to be prioritized since it will take several years to rebuild all the programs. To gain maximum input, posters of these items were available at locations throughout the District from 1/20/2014-2/7/2014. Information and input was also gathered at PTO meetings (VSG 2/14/2014, CMS 2/26/2014), School Site Council meetings (VSG 2/19/2014, CMS 2/16/2014), and English Learner Advisory Committee meetings (VSG 2/12/2014, CMS 2/18/2104) at each site. The District English Learner Advisory Committee met to gather information and input on 2/27/2014. In addition, surveys were available to staff to prioritize actions and spending.

On 4/3/2014, the Superintendent presented a rough draft of the LCAP goals and actions. The Board of Trustees provided input on the LCAP at a presentation on May 15th and added two additional actions to the plan regarding technology and school climate.

Once the LCAP was drafted another meeting was held on 5/14/2014 with the School Site Councils, DELAC and District Leadership Team to provide another opportunity for input, comment and questions.

The Wilsona School Board of Trustees held a meeting requesting public comment on 6/19/2014 and again on 6/26/2014. The Board voted to approve the LCAP and the Budget on 6/26/2014 in separate actions.

Results of 2015-2016 Parent Survey – Summary

- How many students do you presently have in the Wilsona School District? 270
- What type of after school programs to help student achievement would you like to see? 
  - 40- Tutoring 25- Homework Help 18- Sports 11- Reading Programs
- Is/Are your child (ren) currently participating in any afterschool programs? Yes 31 / No 99
  - If so, which one(s)? RISE Leadership Robotics
- What types of classes would you like to see during the school day that would promote student achievement?
  - 32- Electives (music, art, PE, Home economics, dance) 17-Reading programs 14-Math programs
- Is/Are you child (ren) currently participating in any intervention programs? Yes 15 / No 11
  - If so, which one(s)? Speech IEP Therapy
- Sometimes the district is faced with choosing between smaller class size and less extra programs during and after school versus combination classes and more extra programs during and after school. Which would you prefer for your children? Smaller class size (24 students) and less extra activities or combination classes (example: second and third grade split) and more activities?
  - 83\_Smaller classes with less extra activities 47\_Combination classes with more activities
- Would you rather see larger class sizes of 30 with only one grade level or combination classes of 24?
  - 67\_ larger classes with one grade level 63\_smaller classes with combos
- Of the following items which three would you say you would rate first, second and third in priority for spending: 
  - 93-Technology 88-After School Programs 75-Summer School
  - 68-Intervention Programs 60-Transportation
- Participant Households:
 

	<i>Foster -7</i>	<i>EL - 54</i>	<i>Special ED - 24</i>
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Results of 2015-2016 Classified Survey – Summary

The state has identified 8 priority areas that must be addressed in the LCAP. Please identify the three areas you feel should be given the most attention:

- 28- Basic Services (Quality staff, facilities, services, materials, food and transportation)
- 27- School Climate (safety, positive behavior support, student support and leadership)
- 19- Student Engagement (attendance and truancy)
- 17- Parent Involvement (parent participation and involvement)



2015-2016 Involvement Process

For the 2015-2016 the Wilsona School District did not seek to rewrite the LCAP but to update it. The Wilsona School District enhanced its process to consult with the stakeholder groups. The WSD desired to engage and consult with more stakeholders than the previous year by broadening its outreach with more surveys and phone calls to parents as well as surveying all employees. Surveys were sent to all employees including all bargaining members to gain their input during March and April. 67% of all staff responded this year in comparison to 25% the prior year. At the negotiating table, information was shared. CSEA met 3/10 and 4/21. WTA met 4/1,8,14.

Suggestions on how funding could be utilized to increase services and salaries were discussed. Outcomes included additional and varied professional development, banking time for collaboration, increasing school climate by increasing facility and cleanliness as well as safety.

Due to low parent participation at meetings

Facilities Please prioritize the following (1-9) facility needs:

- 30- HVAC(Heating, ventilation, air conditioning)
- 24- Phone System(VOIP-voice over internet protocol)
- 20- Field repair
- 18- Fencing for security
- 15- Hard Surface Replacement (Concrete/asphalt)

Personnel/Personnel Services Please identify your top three priorities:

- 21- Additional psychologist
- 20- Reinstate Full time Vice Principal @ middle school
- 18- Physical Education Instructor for K-6
- 17- Additional custodial services

Professional Development What type of professional development would help you be more efficient and successful in your job?

- 4- Power School Training
- 3- Training on how to deal with Special ED students
- 2- NCI Training
- 2- Microsoft Excel Training

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#### Results of 2015-2016 Certificates Survey – Summary

The state has identified 8 priority areas that must be addressed in the LCAP. Please identify the three areas you feel should be given the most attention:

- 30 - School Climate (safety, positive behavior support, student support and leadership)
- 18 - Student Engagement (attendance and truancy)
- 16 - Basic Services (Quality staff, facilities, services, materials, food and transportation)
- 10 - Implementation of Common Core State Standards

Instruction/Preparation Please identify your top three priorities:

in the past and no participation at the January 14th meeting, the District choose to call parents regarding their input on the LCAP. Parents were contacted between February and April. Over 122 parents, representing 270 students, were randomly called and asked specific questions in regards to the LCAP. Of the families contacted, foster youth, special education and English Learner families were of the greatest focus. All families were given the opportunity to contact the school district if they were interested in participating in the survey if they had not been contacted directly. The District Leadership Meeting (DLT), which includes the Parent Advisory Committee(PAC), met on April 2nd to review implementation and outcomes of the current LCAP. The DLT and PAC then provided input on the LCAP revision. The District English Learner Advisory Committee (DELAC) met on March 3rd to review implementation and outcomes of the current LCAP. The DELAC provided input on the LCAP revision and completed a survey. Stakeholders agreed with the review of data and the recommended changes.

- 31- *Lower class size*
- 25- *Built in release time to weekly schedule for collaboration*
- 15- *Retention and recruitment of Highly Qualified Teachers*
- 13- *Technology*

Facilities Please prioritize the following (1-9) facility needs:

- 22- *Field repair*
- 22- *HVAC (Heating, ventilation, air conditioning)*
- 19- *Hard Surface replacement (concrete/asphalt)*
- 16- *Fencing for security*
- 15- *Phone System (VOIP-voice over internet protocol)*

Personnel/Personnel Services Please identify your top three priorities:

- 22- *Additional psychologist*
- 21- *Counselor*
- 18- *Physical Education Instructor for K-6*
- 16- *Additional custodial services*

Professional Development Please prioritize the following (1-7) areas for professional development for the 2015-2016 school year:

- 24- *New Math Textbooks*
- 23- *Technology Use*
- 21- *Math and Common Core*
- 16- *Discipline*

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#### Results of 2015-2016 Student Survey – Summary

What helps you the most to be a successful learner?

- 7- Working in a group and 7- Teachers that make sure you understand and review before tests

Students, from representative groups, were surveyed for their consultation, input and recommendations. 30 students, representing grades 5-8, were surveyed by the Principal in a casual atmosphere.

The Wilsona School Board was given monthly updates on the goals at each meeting on student achievement, metrics and implementation. Information was also shared in their Weekly Reports as it was available. At the March 19th meeting, the Superintendent shared with the Board the status of each action in the 2014-2015 LCAP as well as the new actions in the original LCAP for the next year. She also presented the revisions that may need to be made as the actions were put into place. The Board asked questions and provided input for the revised plan. The Superintendent also shared the surveys of both parents, staff and students through their weekly reports. At the May 21st meeting, the Superintendent reviewed the metrics and outcomes to date. The Superintendent asked for additional input from the Board.

The Wilsona School Board of Trustees held a meeting requesting public comment on 6/16/2015 and again on 6/18/2015. The

- 6- Working in a quiet place
- 3- Taking notes and 3- Positive attitude

What is the one thing that you would like to see changed at this school?

- 10- Better Food
- 4- Able to use phones/electronic
- 4- More Sports and sports equipment

What activities would enhance the learning environment?

- 7- More Sports
- 7- More Fun activities (Clubs, Science Fairs, Science experiments, Chemistry)
- 6- Dance team/ Cheerleading / Band
- 4- Math / math games

Do you feel safe at school? If not, why?

- 17 Yes (Teachers are very protective, it's very calm, adults care)
- 12 No (Gate is always open, too remote, fence is too short, not enough protection)
- 1 Sometimes

For 8<sup>th</sup> graders only- Do you feel ready for High School? If not, why?

- 10 Yes
- 1 No (looks too hard)

Board voted to approve the LCAP and the Budget on 6/18/2015 in separate actions.

Annual Update:

2015-2016 Annual Update - Involvement Process

As described under Involvement Process for the LCAP, the Wilsona School District enhanced its process to consult with the stakeholder groups and gather information that would be helpful in the development of the LCAP and the annual update. The WSD desired to engage and consult with more stakeholders than the previous year by broadening its outreach with more surveys and phone calls to parents as well as surveying all employees and encouraging them to participate. Due to our small size, we consulted and surveyed regarding the annual update and LCAP simultaneously so obtain the most participation when we had the opportunities to do so. See the specific dates in the previous sections as well as the survey summaries.

Stakeholders were informed monthly at Board Meetings through Superintendent report on goals. The District Leadership

Annual Update:

2015-2016 Annual Update - Impact on LCAP

The surveys and meetings of stakeholders indicated that the first year of the LCAP was in line and supported the goals and actions developed, including the plans for additional actions in the second third year of the plan. Once information from all stakeholder groups was compiled, it was synthesized to determine the impact on the annual update and if any changes would be made to the LCAP. The LCAP was drafted and another meeting was held with the School Site Councils, DELAC and the District Leadership Team to provide another opportunity for input, comment and questions. As the district, in collaboration with the stakeholders, reviewed the LCAP, it was concluded that some of the actions which support the goals need refinement. There were also some actions that need to be added to address additional concerns and the need to improve the quality of the LCAP for improved outcomes for students that were not in the original plan. Here are some of the actions that will be modified and or added from the original LCAP as a result of the impact that the stakeholder participation had on the annual update.

Modifications include:

- Re-work collaboration and planning time to provide weekly release time for collaboration
- Increase the amount of money to retain and recruit Highly Qualified Teachers
- Provide more support (through BTSA) to retain Highly Qualified Teachers
- Combining Counselor and adding a Psychologist to make 1 FTE Psychologist that can counsel students.
- Increase funding for PBIS to include collaboration and implementation.
- Broaden the options for Professional Development
- Increase funding for specific facility projects
- Expand sports program

Additions to the LCAP:

- Additional Safety measures including monitors.
- Additional dollars to support more technology in the classroom.
- Intervention teacher/staff for English Learner support
- Additional reading programs for intervention
- Increase custodial services and facility improvements

Team (DLT), which is also comprised of the Parent Advisory Committee (PAC), were provided information at each quarterly meeting and provided opportunities to make recommendations for the LCAP implementation. The District English Learner Committee, provided recommendations during the year based on assessment data including, but not limited to CELDT data. Staff was consulted when different actions of the LCAP were being implemented to optimize the best method of delivery of the action that would best serve improved outcomes for students. At the negotiating table, information was shared with both employee groups at the negotiating table as well as at Board meetings. The LCAP was also shared at school site meetings to gather input and to be used as a guiding tool to write and implement school site plans. The school site committees would then inform the district of areas of improvement they were recognizing and how the site councils would support these changes for improved outcomes for students. A culminating meeting was held on June 15th with both the DELAC and PAC to review the final LCAP and to provide input. Stakeholders agreed with the recommended

- Increase staffing to support smaller class size

The Wilsona School Board of Trustees held a meeting requesting public comment on 6/16/2015 and again on 6/18/2015. The Board voted to approve the LCAP, which included the annual update recommendations, and the Budget on 6/18/2015 in separate actions.

changes. The LCAP went to Board for Public Hearing on June 16th and final approval on June 18th.

## 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?
- 1 0) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 1 1) 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?
- 1 2) How do these actions/services link to identified goals and expected measurable outcomes?
- 1 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	Goal 1: All students will be reading at grade level by grade three. With the reading demands of the common core it is essential that all students be reading at grade level at the end of grade 3 in order to access the core.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE Only: 9__ 10__ Local: _____
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**Identified Need:** 2013 ELA STAR data indicated 47% of third graders were on grade level. 2014 Star Literacy indicates that 35.8% of third graders are on grade level. Not all students are reading by the end of third grade which inhibits their progress in other curricular areas and grade levels. In addition, Star Literacy indicates that 62% of kindergarten - third graders are achieving at grade level. 20.7% of English learners in in third grade are achieving at grade level determined by Star Literacy. An achievement gap in reading exists with the English learner group.

**Goal Applies to:** Schools: All; Elementary  
Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

**Expected Annual Measurable Outcomes:**

Based on the baseline establish on STAR 360 Early Literacy, students in grades K-3 will grow by 3% in ELA to 65%.  
43% of all third grade students will achieve grade level standards in reading by the end of grade 3 as measured by the Star 360 Early Literacy 360 based on a 3% growth from previous year.  
26% of English learners will be achieving at grade level in reading by the end of grade 3 as measured by the Star 360 Early Literacy based on a 5% growth from the previous year.  
There will be a 3% growth from the previous year of all third grade students achieving grade level standards in reading by the end of grade 3 as measured by SBAC.  
Students who participate in summer school or extended day will demonstrate a 10% growth in their pre and post assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain 2 additional FTE(s) teachers to reduce class size in K-3.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$207,680  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$155,360 Benefits \$52,320
Provide professional development for common core early literacy with critical thinking skills to address the needs of low income students.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$19,480  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$11,200 Benefits \$1,680

			Funding Source: Title I Services & Other Operating Expense \$6,600
Provide a Summer school/extended day program that will provide targeted support for designated students to ensure continued achievement.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$17,000  Funding Source: Supplemental/Concentration Certificated Salaries \$11,000 Classified Salaries \$1,760 Employee Benefits \$1,990 Books and Supplies \$750 Services & Other Operating Expense \$1,500
Purchase supplemental materials to support English Learners in accessing the ELA core.	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$5,000  Funding Source: Supplemental/Concentration Books & Supplies \$5,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Based on the baseline establish on STAR 360 Early Literacy, students in grades K-3 will grow by 3% in ELA to 68%. 46% of all third grade students will achieve grade level standards in reading by the end of grade 3 as measured by the Star 360 Early Literacy based on a 3% growth from previous year. 31% of English learners will be achieving at grade level in reading by the end of grade 3 as measured by the Star 360 Early Literacy based on a 5% growth from the previous year. There will be a 3% growth from the previous year of all third grade students achieving grade level standards in reading by the end of grade 3 as measured by SBAC. Students who participate in summer school or extended day will demonstrate a 10% growth in their pre and post assessments.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain 2 additional FTE(s) teachers	School-Wide	<input type="checkbox"/> All	Total \$228,844

to reduce class size in K-3.		<p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils    <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: _____</p>	<p>Funding Source: LCFF Supplemental/Concentration</p> <p>Certificated Salaries \$171,292</p> <p>Benefits \$57,552</p>
Provide professional development for common core early literacy with critical thinking skills to address the needs of low income students.	School-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils    <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: _____</p>	<p>Total \$19,648</p> <p>Funding Source: LCFF Supplemental/Concentration</p> <p>Certificated Salaries \$11,200</p> <p>Benefits \$1,848</p> <p>Funding Source: Title I Services &amp; Other Operating Expense \$6,600</p>
Provide a Summer school/extended day program that will provide targeted support for designated students to ensure continued achievement.	School-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils    <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Total \$18,625</p> <p>Funding Source: Supplemental/Concentration</p> <p>Certificated Salaries \$12,100</p> <p>Classified Salaries \$1,935</p> <p>Employee Benefits \$2,190</p> <p>Books and Supplies \$750</p> <p>Services &amp; Other Operating Expense \$1,650</p>
Purchase supplemental materials to support English Learners in accessing the ELA core.	School-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils    <input checked="" 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: _____</p>	<p>Total \$5,000</p> <p>Funding Source: Supplemental/Concentration</p> <p>Books &amp; Supplies \$5,000</p>

Expected Annual Measurable Outcomes:

- Based on the baseline establish on STAR 360 Early Literacy, students in grades K-3 will grow by 3% in ELA to 71%.
- 49% of all third grade students will achieve grade level standards in reading by the end of grade 3 as measured by the Star 360 Early Literacy based on a 3% growth from previous year.
- 36% of English learners will be achieving at grade level in reading by the end of grade 3 as measured by the Star 360 Early Literacy based on a 5% growth from the previous year.
- There will be a 3% growth from the previous year of all third grade students achieving grade level standards in reading by the end of grade 3 as measured by SBAC.
- Students who participate in summer school or extended day will demonstrate a 10% growth in their pre and post assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain 2 additional FTE teachers to reduce class size in K-3.	School-Wide	__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils    __English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$251,727  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$188,421 Benefits \$63,307
Provide professional development for common core early literacy with critical thinking skills to address the needs of low income students.	School-Wide	__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils    __English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$19,833  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$11,200 Benefits \$2,033  Funding Source: Title I Services & Other Operating Expense \$6,600
Provide a Summer school/extended day program that will provide targeted support for designated students to ensure continued achievement.	School-Wide	__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Total \$20,415  Funding Source: Supplemental/Concentration Certificated Salaries \$13,310

		__ Other Subgroups: _____	Classified Salaries \$2,129 Employee Benefits \$2,412 Books and Supplies \$750 Services & Other Operating Expense \$1,815
Purchase supplemental materials to support English Learners in accessing the ELA core.	School-Wide	__ All ----- OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	Total \$5,000  Funding Source: Supplemental/Concentration Books & Supplies \$5,000



<b>GOAL:</b>	Goal 2: All students will be grade level competent in Mathematics by the end of sixth grade. Students will need to achieve at grade level in math at each each grade level in order to ensure that they have access to the higher level math classes in middle and high school.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE Only: 9__ 10__ Local: _____
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<b>Identified Need:</b>	2013 Math STAR data indicated 37% of 6th graders on grade level. 2014 STAR 360 and Academy of Math data indicated 53.53% of third - sixth graders were on grade level. 2014 Academy of Math indicates that 35% of sixth graders are on grade level. Students are not ready for higher level mathematics (ie: algebra, geometry, statistics). Students need to master common core grade level standards to be ready for higher level mathematics, course assess and be college and career ready. An achievement gap in math exists with the English learner group. 8 eighth grade students out of 109 are ready for high school algebra as determined by the high school placement test.
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<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

<b>Expected Annual Measurable Outcomes:</b>	<p>Based on the baseline establish on STAR 360 and Academy of Math, students in grades 3-6 will grow by 5% in math.</p> <p>There will be a 3% growth of the number of sixth grade students achieving at grade level as measured by the Academy of Math from the previous year.</p> <p>There will be a 5% growth from the previous year of all third- sixth grade students achieving grade level standards in math as measured by SBAC.</p> <p>English learners will be achieving at grade level in math by the end of grade 6 as measured by the Academy of math and SBAC based on a 5% growth from the previous year.</p> <p>Increase the number of eighth graders based on high school placement test who are algebra ready by 10% from the baseline of 7.3% (8/109) to 15% of eighth grade students.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide additional FTE(s) teachers to reduce class size in grades 5-8 in Mathematics to provide greater access to core and prepare students for algebra readiness and support.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$103,840  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$77,680 Benefits \$26,160
Provide professional development in Common Core Math Standards to	LEA-Wide	<input type="checkbox"/> All -----	Total \$17,548

support teachers' 4-8 transition to Common Core instructional shifts in mathematics and critical thinking skills to address the needs of low income students.		OR: <input checked="" 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: _____	Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$9,520 Benefits \$1,428  Funding Source: Title I Services & Other Operating Expense \$6,600
Provide supplemental instructional materials including software to support English Learner conceptual mathematical development.	LEA-Wide	__All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$ 3,000  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$3,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Students in grades 3-6 will grow by 5% in math based on Star 360 and Academy of Math.</p> <p>There will be a 3% growth of the number of sixth grade students achieving at grade level as measured by the Academy of Math from the previous year.</p> <p>There will be a 5% growth from the previous year of all third- sixth grade students achieving grade level standards in math as measured by SBAC.</p> <p>English learners will be achieving at grade level in math by the end of grade 6 as measured by the Star 360 and SBAC based on a 5% growth from the previous year.</p> <p>Increase the number of eighth graders based on high school placement test who are algebra ready by 10% from the baseline.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain additional FTE(s) teachers to reduce class size in grades 5-8 in Mathematics to provide greater access to core and prepare students for algebra readiness and support.	School-Wide	__All ----- OR: <input checked="" 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: _____	Total \$114,225  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$85,450 Benefits \$28,775

Provide professional development in Common Core Math Standards to support teachers' 4-8 transition to Common Core instructional shifts in mathematics and critical thinking skills to address the needs of low income students.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$17,690  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$9,520 Benefits \$1,570  Funding Source: Title I Services & Other Operating Expense \$6,600
Provide supplemental instructional materials including software to support English Learner conceptual mathematical development.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$3,000  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$3,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Students in grades 3-6 will grow by 5% in math based on Star 360 and Academy of Math. There will be a 3% growth of the number of sixth grade students achieving at grade level as measured by the Academy of Math from the previous year. There will be a 5% growth from the previous year of all third- sixth grade students achieving grade level standards in math as measured by SBAC. English learners will be achieving at grade level in math by the end of grade 6 as measured by the Star 360 and SBAC based on a 5% growth from the previous year. Increase the number of eighth graders based on high school placement test who are algebra ready by 10% from the baseline.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain additional FTE(s) teachers to reduce class size in grades 5-8 in Mathematics to provide greater access to core and prepare students for algebra readiness and support.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Total \$125,650  Funding Source: LCFF Supplemental/Concentration Certificated Salaries

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$93,995 Benefits \$31,655
Provide professional development in Common Core Math Standards to support teachers' 4-8 transition to Common Core instructional shifts in mathematics and critical thinking skills to address the needs of low income students. the needs of low income students.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$17,847  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$9,520 Benefits \$1,727  Funding Source: Title I Services & Other Operating Expense \$6,600
Provide supplemental instructional materials including software to support English Learner conceptual mathematical development.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$3,000  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$3,000

<b>GOAL:</b>	<b>Goal 3: All students will have access to college and career ready courses based on Common Core State Standards in all content areas. The Wilsona School District is a high poverty district in order for our students to have access to the rigors that common core has to offer it is important that teachers are prepared to meet their needs and the appropriate services and supports are available.</b>	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: _____
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<b>Identified Need:</b>	<p>2013 ELA STAR data indicated that an average of 44% of second through eighth graders were on grade level. 41% of English learners were achieving at grade level in grades 2-8 based on 2013 CST data.</p> <p>2013 Math STAR data indicated that an average of 50.2% of second through eighth grades were on grade level. 53% of English learners were achieving at grade level in grades 2-8 in math based on 2013 CST data.</p> <p>2014-2015 SBAC is not available.</p> <p>The gap between the performance of all students and English learners needs to continue to close. English learners need support and learning opportunities to continue to close the achievement gap.</p> <p>The District provides standards aligned instructional materials for all students in all core subjects. However, ELA Common Core curriculum and materials need to be purchased.</p> <p>Teachers need professional development, on going support and opportunities to collaborate to focus on student needs and Common Core implementation. Teachers need to focus on one grade level of standards to ensure that students are receiving focused instruction.</p> <p>For students to be college and career ready and have access to courses in high school, they: 1. need be taught the common core standards by prepared and trained teachers 2. have access to the common core regardless of their needs 3. have access to common core materials 4. be English proficient.</p>
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<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

<b>Expected Annual Measurable Outcomes:</b>	<p>Increase the percentage of students performing at each grade level on the SBAC ELA and Math assessments by 3% from the previous year by subgroups.</p> <p>Reclassification rate for English Learners will increase by 5% as reported to CALPads. In house calculations of reclassification will increase by 5% to 37%.</p> <p>The percentage of English Learners making progress toward English proficiency as measured by the CELDT will increase by 5% from 65.4%.</p> <p>William's Reports will maintain 100% compliant with the instructional materials requirements.</p> <p>Common Core lessons and activities developed and presented based on Principal/Coach observations will increase by 10% to 82%.</p> <p>Annual attendance rate will be maintained/improved from 94%.</p> <p>Establish an API.</p> <p>Summer School participants will show growth in reading, math and EL (If an English learner) on pre and post test by 10%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase Common Core materials and supplemental materials to support the implementation of English language arts and Mathematics.	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: _____	Total \$200,000  Funding Source: LCFF Base Books & Supplies \$200,000
Provide a coach for each site to support teachers in the implementation of the Common Core with an emphasis on English Learner access and the needs of low income students.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$202,810  Funding Source: Title I Certificated Salaries \$115,291 Benefits \$36,817  Funding Source: Title II Certificated Salaries \$38,431 Benefits \$12,272
Continue to provide highly qualified teachers and certificated support staff to each school to ensure that all students achieve at their highest levels.	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: _____	Total \$5,378,525  Funding Source: LCFF Base Certificated Salaries \$3,999,573 Benefits \$1,378,953
Continue to provide clerical, support and maintenance staff to ensure school and district operations support a positive learning working environment.	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: _____	Total \$1,198,650  Funding Source: LCFF Base Classified Salaries \$847,795 Benefits \$350,855
Continue to provide classroom and office supplies for each school through	LEA-Wide	<input checked="" type="checkbox"/> All -----	Total \$64,650

general administrative allocation.		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: _____	Funding Source: LCFF Base Books & Supplies \$64,650
Continue to provide each school with an additional FTE intervention teacher to offer targeted intervention in ELA and math to identified students.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$207,680  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$155,360 Benefits \$52,320
Continue to provide bilingual assistants to provide instructional assistance and support to English learners during content instruction for literacy support.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$120,192  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$67,027 Benefits \$53,165
Provide additional learning time (ie. summer school, extended time) for struggling readers and students not algebra ready in grades 4-6.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$17,000  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$11,000 Classified Salaries \$1,760 Benefits \$1,990 Books and Supplies \$750 Services & Other Operating Expense \$1,500
Provide professional development for grades 4-8 teachers in English Language Arts to support teacher transition to Common Core instructional shifts and providing differentiated instruction and critical	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Total \$17,548  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$9,520



thinking for targeted students.		<input type="checkbox"/> Other Subgroups: _____	Benefits \$1,428 Funding Source: Title I Services & Other Operating Expense \$6,600
Provide professional development for grades 7-8 teachers in ELA/HSS and Math/Science to support teacher transition to common core instructional shifts and differentiated instruction and critical thinking skills for targeted students.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$10,746 Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$5,040 Benefits \$756 Funding Source: Title I Services & Other Operating Expense \$4,950
Provide opportunities (extra hourly or substitute costs) for collaboration to increase vertical articulation district-wide to focus on the needs of students (including targeted groups, special education) in specific subjects and for district leadership.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	Total \$15,000 Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$12,750 Benefits \$2,250
Continue to provide a .5 FTE English Learner District Coordinator and 2 site coordinators to ensure access to core, the reclassification of English learners and the continued high performance of redesignated English learners.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$58,280 Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$44,200 Benefits \$14,080
Provide additional learning time (ie. summer school, extended time) for 2-7 grade students who are demonstrating a lack of progress with attaining English Language proficiency.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Total \$17,000 Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$11,000

		__Other Subgroups: _____	Classified Salaries \$1,760 Benefits \$1,990 Books and Supplies \$750 Services & Other Operating Expense \$1,500
Provide training and materials for all staff in the new ELD Standards and the integration of these standards in English language arts.	LEA-Wide	__All ----- OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups: _____	Total \$3,000  Funding Source: LCFF Supplemental/Concentration Books and Supplies \$1,000 Services & Other Operating Expense \$2,000
Provide targeted intervention in identified areas based on data to Long Time English Learners (LTEL) to increase reclassification.	School-Wide	__All ----- OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Total \$3,000  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$2,000 Benefits \$240 Books and Supplies \$260 Services & Other Operating Expense \$500
Bank time to better address teacher collaboration, vertical articulation district-wide to focus on the needs of students (including targeted groups, special education) in specific subjects for better student outcomes.	LEA-Wide	__All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Special Education</u>	Total \$174,035  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$152,410 Benefits \$21,625
Provide additional FTE(s) teachers as necessary to avoid split grade levels at both schools so instruction can focus on one grade level core for low income students.	LEA-Wide	__All ----- OR: <u>X</u> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Total \$311,520  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$233,040 Benefits \$78,480

Expected Annual Measurable Outcomes:	Increase the percentage of students performing at each grade level on the SBAC ELA and Math assessments by 3% from the previous year by subgroups. Reclassification rate for English Learners will increase as reported to CALPads. In house calculations of reclassification will increase by 5% to 42%. The percentage of English Learners making progress toward English proficiency as measured by the CELDT will maintain or increase. William's Reports will maintain 100% compliant with the instructional materials requirements. Common Core lessons and activities developed and presented based on Principal/Coach observations will increase by 8% to 90%. Annual attendance rate will be maintained or improved from 94%. Establish an API. Summer School participants will show growth in reading, math and EL (If an English learner) on pre and post test by 10%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase Common Core materials and supplemental materials to support the implementation of English language arts and Mathematics.	LEA-Wide	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	Total \$200,000  Funding Source: LCFF Base Books & Supplies \$200,000
Continue to provide a coach for each site to support teachers in the implementation of the Common Core with an emphasis on English Learner access and the needs of low income students.	LEA-Wide	___ All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	Total \$223,091  Funding Source: Title I Certificated Salaries \$126,820 Benefits \$40,499  Funding Source: Title II Certificated Salaries \$42,274 Benefits \$13,499
Continue to provide highly qualified teachers and certificated support staff to each school to ensure that all	LEA-Wide	<u>X</u> All ----- OR:	Total \$5,916,380  Funding Source: LCFF Base

students achieve at their highest levels.		<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: _____	Certificated Salaries \$4,399,529 Benefits \$1,516,851
Continue to provide clerical, support and maintenance staff to ensure school and district operations support a positive learning working environment.	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: _____	Total \$1,318,517  Funding Source: LCFF Base Classified Salaries \$932,574 Benefits \$358,944
Continue to provide classroom and office supplies for each school through general administrative allocation.	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: _____	Total \$64,650  Funding Source: LCFF Base Books & Supplies \$64,650
Continue to provide each school with an additional FTE intervention teacher to offer targeted intervention in ELA and math to identified students.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$228,450  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$170,895 Benefits \$7,555
Continue to provide bilingual assistants to provide instructional assistance and support to English learners during content instruction for literacy support.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$132,213  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$73,729 Benefits \$58,485
Provide additional learning time (ie. summer school, extended time) for struggling readers and students not algebra ready in grades 4-6.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Total \$18,625  Funding Source: LCFF Supplemental/Concentration

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Certificated Salaries \$12,100 Classified Salaries \$1,935 Benefits \$2,190 Books and Supplies \$750 Services & Other Operating Expense \$1,650
Provide professional development for grades 4-6 teachers in English Language Arts to support teacher transition to Common Core instructional shifts and providing differentiated instruction and critical thinking skills for targeted students.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$17,691  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$9,520 Benefits \$1,571  Funding Source: Title I Services & Other Operating Expense \$6,600
Provide professional development for grades 7-8 teachers in ELA/HSS and Math/Science to support teacher transition to common core instructional shifts and differentiated instruction and critical thinking skills for targeted students.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$10,822  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$5,040 Benefits \$832  Funding Source: Title I Services & Other Operating Expense \$4,950
Provide opportunities (extra hourly or substitute costs) for collaboration to increase vertical articulation district-wide to focus on the needs of students (including targeted groups, special education) in specific subjects and for district leadership.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	Total \$15,225  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$12,750 Benefits \$2,475

Continue to provide a .5 FTE English Learner District Coordinator and 2 site coordinators to ensure access to core, the reclassification of English learners and the continued high performance of redesignated English learners.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$64,108  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$48,620 Benefits \$15,488
Provide additional learning time (ie. summer school, extended time) for 2-7 grade students who are demonstrating a lack of progress with attaining English Language proficiency.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$18,625  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$12,100 Classified Salaries \$1,935 Benefits \$2,190 Books and Supplies \$750 Services & Other Operating Expense \$1,650
Provide training and materials for all staff in the new ELD Standards and the integration of these standards in English language arts.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$3,000  Funding Source: LCFF Supplemental/Concentration Books and Supplies \$1,000 Services & Other Operating Expense \$2,000
Provide targeted intervention in identified areas based on data to Long Time English Learners (LTEL) to increase reclassification.	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$3,300  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$2,200 Benefits \$264 Books and Supplies \$286 Services & Other Operating Expense \$550
Continue to provide "banked time" to	LEA-Wide	<input type="checkbox"/> All	Total \$191,439

better address teacher collaboration, vertical articulation district-wide to focus on the needs of students (including targeted groups, special education) in specific subjects for better student outcomes.		<p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u></p>	<p>Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$167,651 Benefits \$23,788</p>
Continue to provide an additional teachers as necessary to avoid split grade levels at both schools so instruction can focus on one grade level core for low income students.	LEA-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <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: _____</p>	<p>Total \$342,672</p> <p>Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$256,344 Benefits \$86,328</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the percentage of students performing at each grade level on the SBAC interim and summative ELA and Math assessments by 3% from the previous year by subgroups.</p> <p>Reclassification rate for English Learners will increase as reported to CALPads. In house calculations of reclassification will increase or maintain.</p> <p>The percentage of English Learners making progress toward English proficiency as measured by the CELDT will maintain or increase.</p> <p>William's Reports will maintain 100% compliant with the instructional materials requirements.</p> <p>Common Core lessons and activities developed and presented based on Principal/Coach observations will maintain or increase at a 90% rate.</p> <p>Annual attendance rate will be maintained/improved from 94%.</p> <p>Establish an API.</p> <p>Summer School participants will show growth in reading, math and EL (If an English learner) on pre and post test by 10%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase Common Core materials and supplemental materials to support the implementation of English language arts and Mathematics.	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	<p>Total \$200,000</p> <p>Funding Source: LCFF Base Books &amp; Supplies \$200,000</p>



		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Continue to provide a coach for each site to support teachers in the implementation of the Common Core with an emphasis on English Learner access and the needs of low income students.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$245,400  Funding Source: Title I Certificated Salaries \$139,502 Benefits \$44,549  Funding Source: Title II Certificated Salaries \$46,501 Benefits \$14,849
Continue to provide highly qualified teachers and certificated support staff to each school to ensure that all students achieve at their highest levels.	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: _____	Total \$6,508,017  Funding Source: LCFF Base Certificated Salaries \$4,839,482 Benefits \$1,668,535
Continue to provide clerical, support and maintenance staff to ensure school and district operations support a positive learning working environment.	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: _____	Total \$1,450,368  Funding Source: LCFF Base Classified Salaries \$1,025,831 Benefits \$424,537
Continue to provide classroom and office supplies for each school through general administrative allocation.	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: _____	Total \$64,650  Funding Source: LCFF Base Books & Supplies \$64,650
Continue to provide each school with an additional FTE intervention teacher	LEA-Wide	<input type="checkbox"/> All -----	Total \$251,294

to offer targeted intervention in ELA and math to identified students.		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$187,985 Benefits \$63,310
Continue to provide bilingual assistants to provide instructional assistance and support to English learners during content instruction for literacy support.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$145,434  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$81,102 Benefits \$64,332
Provide additional learning time (ie. summer school, extended time) for struggling readers and students not algebra ready in grades 4-6.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$20,415  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$13,310 Classified Salaries \$2,129 Benefits \$2,412 Books and Supplies \$750 Services & Other Operating Expense \$1,815
Provide professional development for grades 4-6 teachers in English Language Arts to support teacher transition to Common Core instructional shifts and providing differentiated instruction and critical thinking skills for targeted students.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$17,848  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$9,520 Benefits \$1,728  Funding Source: Title I Services & Other Operating Expense \$6,600
Provide professional development for grades 7-8 teachers in ELA/HSS and Math/Science to support teacher	School-Wide	<input type="checkbox"/> All ----- OR:	Total \$10,905  Funding Source: LCFF

<p>transition to common core instructional shifts and differentiated instruction and critical thinking skills for targeted students.</p>		<p><input checked="" 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: _____</p>	<p>Supplemental/Concentration Certificated Salaries \$5,040  Benefits \$915</p> <p>Funding Source: Title I Services &amp; Other Operating Expense \$4,950</p>
<p>Provide opportunities (extra hourly or substitute costs) for collaboration to increase vertical articulation district-wide to focus on the needs of students (including targeted groups, special education) in specific subjects and for district leadership.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  -----  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u></p>	<p>Total \$15,473</p> <p>Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$12,750  Benefits \$2,723</p>
<p>Continue to provide a .5 FTE English Learner District Coordinator and 2 site coordinators to ensure access to core, the reclassification of English learners and the continued high performance of redesignated English learners.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  -----  OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>Total \$70,519</p> <p>Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$53,482  Benefits \$17,037</p>
<p>Provide additional learning time (ie. summer school, extended time) for 2-7 grade students who are demonstrating a lack of progress with attaining English Language proficiency.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  -----  OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: _____</p>	<p>Total \$20,415</p> <p>Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$13,310  Classified Salaries \$2,129  Benefits \$2,412  Books and Supplies \$750  Services &amp; Other Operating Expense \$1,815</p>
<p>Provide training and materials for all staff in the new ELD Standards and the integration of these standards in English language arts.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  -----  OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>Total \$3,000</p> <p>Funding Source: LCFF Supplemental/Concentration</p>

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Books and Supplies \$1,000 Services & Other Operating Expense \$2,000
Provide targeted intervention in identified areas based on data to Long Time English Learners (LTEL) to increase reclassification.	School-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$3,604  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$2,420 Benefits \$293 Books and Supplies \$286 Services & Other Operating Expense \$605
Continue to provide "banked time" to better address teacher collaboration, vertical articulation district-wide to focus on the needs of students (including targeted groups, special education) in specific subjects for better student outcomes.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	Total \$210,585  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$184,416 Benefits \$26,169
Provide additional teachers as necessary to avoid split grade levels at both schools so instruction can focus on one grade level core for low income students.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$753,881  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$563,957 Benefits \$189,925

<b>GOAL:</b>	<b>Goal 4: The District will provide appropriate specialized services beyond the core academic program. Due to the diverse needs of our students, the District will continue to provide additional services and support to ensure students are successful in school.</b>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____
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**Identified Need:**

The District and the schools have a need for more services, programs, training and equipment for all students to be college and career ready, to improve attendance/truancy rates, and maintain compliance in all programs. District attendance is 94.95%. Students need additional activities to meet their diverse interest so they will attend school regularly. District truancy and chronic absenteeism rate for 2013-2104 was 18.12%. Middle School Drop out rate needs to be reduced and or maintained from the 2012-2013 rate of 4. The percentage of special education students who require 60% or more time out of general education need additional access to general education opportunities. Student to technology ratio has improved from 4:1 in grades 3-8 to 1:1.6, but a need for 1:1 devices in K-8 is necessary for students to have equal access to the digital world. There continues to be a need for greater parent participation throughout the district.

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

LCAP Year 1: 2015-16

**Expected Annual Measurable Outcomes:**

Attendance rate will maintain or improve from 94% annually.  
 Truancy and Chronic Absenteeism rates will decrease by 3% from previous year.  
 Middle School Drop Out Rate will be maintained.  
 Special Education students will have increased opportunities to access general education classes determined by IEPs and less than 24.6% of special education students will be in special education more than 60% of the day.  
 Student to technology device ratio will be 1:1 in grades 3-8.  
 Increase the number of parents participating in school wide activities/events/conferences will improve by 10% from the previous year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a Teacher on Special Assignment (TOSA) Program Specialist to ensure the District remains compliant, organizes professional development opportunities, and provides support for staff focusing on students with	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	Total \$103,840  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$77,680 Benefits \$26,160

disabilities and their access to the Common Core.			
Continue to provide District contracted support for State required services and information including, but not limited to CALPADS, CBEDS, etc.	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: _____	Total \$5,000  Funding Source: LCFF Base Certificated Salaries \$4,750 Benefits \$250
Continue to provide adequate legal and audit services to ensure the district remains legally compliant.	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: _____	Total \$90,000  Funding Source: LCFF Base Services & Other Operating Expense \$90,000
Continue to provide contracted services to ensure the district has current information and is able to provide services to students and staff that is not available within the district.	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: _____	Total \$82,500  Funding Source: LCFF Base Services & Other Operating Expense \$82,500
Continue to develop and support increase in digital and media literacy for teachers and students including professional development, hardware, software, and personnel through the development of library/media centers.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$230,910  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$89,060 Benefits \$59,850 Books & Supplies \$50,000 Services & Other Operating Expense \$32,000
Implement an Elective Program (including instrumental music, art, STEM-M, AVID, etc.) at the middle school to increase student attendance	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Total \$153,840  Funding source: LCFF Supplemental/Concentration

and achievement.		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Certificated Salary \$77,680 Benefits \$26,160 Books and Supplies \$50,000
Maintain additional time for 2 attendance clerks in order to monitor and follow up with students with frequent absences.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$26,840 Funding source: LCFF Supplemental/Concentration Classified Salary \$15,710 Benefits \$11,130
Maintain a District bilingual clerk for parent outreach and community liaison for information collection, homeless needs, SARB, and translations.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$17,041 Funding source: LCFF Supplemental/Concentration Classified Salary \$14,025 Benefits \$3,016
Maintain a clerk to reach out to foster youth and their families to link them to services and items that they need to make the foster youth successful at school.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$2,774 Funding source: LCFF Supplemental/Concentration Classified Salary \$2,283 Benefits \$491
Provide support for a sports program to improve student engagement for targeted students.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$10,500 Funding source: LCFF Supplemental/Concentration Certificated Salary \$6,700 Benefits \$1,005 Books & Supplies \$530 Services & Other Operating Expense \$2,265
Continue to provide written and verbal translations to ensure parent	LEA-Wide	<input type="checkbox"/> All -----	Total 2,000

participation.		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Funding source: LCFF Supplemental/Concentration Classified Salary \$1,760 Benefits \$240
Continue to provide parents of English Learners opportunities for participation in their child's success at school.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$2,000  Funding source: LCFF Supplemental/Concentration Books & Supplies \$1,000 Services & Other Operating Expense \$1,000
Provide backpack and school supplies targeted to foster youth to support their achievement efforts.	Targeted; Foster Youth	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$3,000  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$3,000
Provide each site a per pupil allocation to provide technology hardware and software so targeted students have greater access to the digital world. These funds will be included in the Single Plan for Student Achievement.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	Total \$100,000  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$100,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Attendance rate will maintain or improve from 94% annually. Truancy and Chronic Absenteeism rates will decrease by 3% from previous year. Middle School Drop Out Rate will be maintained. Special Education students will have increased opportunities to access general education classes determined by IEPs and less than 24.6% of special education students will be in special education more than 60% of the day. Student to technology device ratio will be 1:1 in grades 2-8. Increase the number of parents participating in school wide activities/events/conferences will improve by 10% from the previous year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a Teacher on Special Assignment (TOSA) Program Specialist to ensure the District remains compliant, organizes professional development opportunities, and provides support for staff focusing on students with disabilities and their access to the Common Core.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	Total \$114,224  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$85,448 Benefits \$28,776
Continue to provide District contracted support for State required services and information including, but not limited to CALPADS, CBEDS, etc.	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: _____	Total \$5,000  Funding Source: LCFF Base Certificated Salaries \$4,750 Benefits \$250
Continue to provide adequate legal and audit services to ensure the district remains legally compliant.	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: _____	Total \$90,000  Funding Source: LCFF Base Services & Other Operating Expense \$90,000
Continue to provide contracted services to ensure the district has current information and is able to provide services to students and staff that is not available within the district.	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: _____	Total \$82,500 Funding Source: LCFF Base Services & Other Operating Expense \$82,500
Continue to develop and support increase in digital and media literacy for teachers and students including professional development, hardware,	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Total \$245,801  Funding Source: LCFF Supplemental/Concentration

software, and personnel through the development of library/media centers.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Classified Salaries \$97,966 Benefits \$65,835 Books & Supplies \$50,000 Services & Other Operating Expense \$32,000
Maintain and implement an additional Elective Program (including instrumental music, art, STEM-M, AVID, etc.) at the middle school to increase student attendance and achievement.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$318,450  Funding source: LCFF Supplemental/Concentration Certificated Salary \$170,900 Benefits \$57,550 Books and Supplies \$90,000
Maintain additional time for 2 attendance clerks in order to monitor and follow up with students with frequent absences.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$29,524  Funding source: LCFF Supplemental/Concentration Classified Salary \$17,281 Benefits \$12,243
Maintain a District bilingual clerk for parent outreach and community liaison for information collection, homeless needs, SARB, and translations.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$20,288  Funding source: LCFF Supplemental/Concentration Classified Salary \$16,970 Benefits \$3,318
Maintain a clerk to reach out to foster youth and their families to link them to services and items that they need to make the foster youth successful at school.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$3,303  Funding source: LCFF Supplemental/Concentration Classified Salary \$2,763 Benefits \$540

Maintain support for a sports program to improve student engagement for targeted students.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$10,507  Funding source: LCFF Supplemental/Concentration Certificated Salary \$6,700 Benefits \$1,005 Books & Supplies \$537 Services & Other Operating Expense \$2,265
Continue to provide written and verbal translations to ensure parent participation.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$2,000  Funding source: LCFF Supplemental/Concentration Classified Salary \$1,760 Benefits \$240
Continue to provide parents of English Learners opportunities for participation in their child's success at school.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$2,000  Funding source: LCFF Supplemental/Concentration Books & Supplies \$1,000 Services & Other Operating Expense \$1,000
Provide backpack and school supplies targeted to foster youth to support their achievement efforts.	Targeted; Foster Youth	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$3,000  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$3,000
Provide each site a per pupil allocation to provide technology hardware and software so targeted students have greater access to the digital world. These funds will be included in the Single Plan for Student Achievement.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Total \$100,000  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$100,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Attendance rate will maintain or improve from 94% annually.  
 Truancy and Chronic Absenteeism rates will be maintained or decrease from previous year.  
 Middle School Drop Out Rate will be maintained.  
 Special Education students will have increased opportunities to access general education classes determined by IEPs and less than 24.6% of special education students will be in special education more than 60% of the day.  
 Student to technology device ratio will be 1:1 in grades 1-8.  
 Increase the number of parents participating in school wide activities/events/conferences will improve by 10% from the previous year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a Teacher on Special Assignment (TOSA) Program Specialist to ensure the District remains compliant, organizes professional development opportunities, and provides support for staff focusing on students with disabilities and their access to the Common Core.	LEA-Wide	<u>  </u> All ----- OR: <u>X</u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Special Education</u>	Total \$125,649  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$93,993 Benefits \$31,657
Continue to provide District contracted support for State required services and information including, but not limited to CALPADS, CBEDS, etc.	LEA-Wide	<u>X</u> All ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: _____	Total \$5,000  Funding Source: LCFF Base Certificated Salaries \$4,750 Benefits \$250
Continue to provide adequate legal and audit services to ensure the district remains legally compliant.	LEA-Wide	<u>X</u> All ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: _____	Total \$90,000  Funding Source: LCFF Base Services & Other Operating Expense \$90,000

Continue to provide contracted services to ensure the district has current information and is able to provide services to students and staff that is not available within the district.	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: _____	Total \$82,500  Funding Source: LCFF Base Services & Other Operating Expense \$82,500
Continue to develop and support increase in digital and media literacy for teachers and students including professional development, hardware, software, and personnel through the development of library/media centers.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$262,181  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$107,763 Benefits \$72,419 Books & Supplies \$50,000 Services & Other Operating Expense \$32,000
Continue and implement an additional Elective Program (including instrumental music, art, STEM-M, AVID, etc.) at the middle school to increase student attendance and achievement.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$426,949  Funding source: LCFF Supplemental/Concentration Certificated Salary \$281,985 Benefits \$94,964 Books and Supplies \$50,000
Maintain additional time for 2 attendance clerks in order to monitor and follow up with students with frequent absences.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$32,476  Funding source: LCFF Supplemental/Concentration Classified Salary \$19,009 Benefits \$13,476
Maintain a District bilingual clerk for parent outreach and community liaison for information collection, homeless needs, SARB, and translations.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Total \$22,316  Funding source: LCFF Supplemental/Concentration

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Classified Salary \$18,667 Benefits \$3,649
Maintain a clerk to reach out to foster youth and their families to link them to services and items that they need to make the foster youth successful at school.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$3,633  Funding source: LCFF Supplemental/Concentration Classified Salary \$3,039 Benefits \$594
Provide support for a sports program to improve student engagement for targeted students.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$10,508  Funding source: LCFF Supplemental/Concentration Certificated Salary \$6,700 Benefits \$1,005 Books & Supplies \$538 Services & Other Operating Expense \$2,265
Continue to provide written and verbal translations to ensure parent participation.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$2,000  Funding source: LCFF Supplemental/Concentration Classified Salary \$1,760 Benefits \$240
Continue to provide parents of English Learners opportunities for participation in their child's success at school.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$2,000  Funding source: LCFF Supplemental/Concentration Books & Supplies \$1,000 Services & Other Operating Expense \$1,000
Provide backpack and school supplies targeted to foster youth to support their achievement efforts.	Targeted; Foster Youth	<input type="checkbox"/> All ----- OR:	Total \$3,000  Funding Source: LCFF

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Supplemental/Concentration Books & Supplies \$3,000
Provide each site a per pupil allocation to provide technology hardware and software so targeted students have greater access to the digital world. These funds will be included in the Single Plan for Student Achievement.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	Total \$5,921  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$5,921

<b>GOAL:</b>	<b>Goal 5: The District will ensure a safe, productive, engaging learning environment (including facilities) for all students.</b>	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: _____
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**Identified Need:** The District has a need to provide a safe route to school due to its remote and rural location. The District needs to continue to attract and recruit highly qualified teachers due to its location and continue to assign them appropriately. The district currently assigns highly qualified, appropriately credentialed teacher for each classroom. A safe learning environment needs to be improve as demonstrated by the Healthy Kids Survey. A safe learning environment allows all students to learn so the District needs to continue to fund an alternative learning environment, counseling, and behavior support. The school facilities need to be upgraded to provide additional safety for students. 2014-2015 suspension rate of 12.97% did decrease from 173 suspensions in 2013-2014 to 148 an 11.09%. The District had two expulsions in 2013-14 and only 1 in 2014-2015. The District needs to continue to reach out to parents and promote parent participation for support, ideas, and to address their concerns.

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

LCAP Year 1: 2015-16

**Expected Annual Measurable Outcomes:** Reduce the suspension rate from the previous year. Maintain expulsion rate.  
 Continue to appropriately assign HQT in each classroom.  
 Attendance rates will be maintained at 94% or more.  
 William's facility report will indicate facilities are being maintained at a rating of "good" or higher.  
 Healthy Kids' Survey will demonstrate and improvement in the percentage of students who feel safe at school, a reduction of the number of students feeling bullied and a reduction in the number of students who feel hopeless.  
 Office discipline referrals from General Education and Special Education will decrease from the previous year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide Home to School Transportation for all eligible students.	LEA-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Total \$348,353  Funding source: Base Classified Salaries \$233,013 Benefits \$111,340 Services & Other Operating Expense \$4,000
Continue to assign HQT in each classroom and to provide opportunities	LEA-Wide	__All -----	Total \$46,992



<p>(BTSA) for teachers to be highly qualified to ensure students have access to Common Core and are college and career ready. Funding based on 6 teachers participating.</p>		<p>OR:  <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u></p>	<p>Funding source: LCFF  Supplemental/Concentration  Certificated Salaries \$  21,600  Benefits \$2,592  Services &amp; Other Operating  Expense \$22,800</p>
<p>Continue to provide schools will have a clean, safe environment where learning can take place due to routine facility maintenance.</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: _____</p>	<p>Total \$410,603   Funding Source: LCFF Base  Classified Salaries  \$102,000  Benefits \$53,000  Books &amp; Supplies \$27,798  Services &amp; Other Operating  Expense \$227,805</p>
<p>Continue to provide schools with a clean, safe environment where learning can take place regular cleaning.</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: _____</p>	<p>Total \$471,372   Funding Source: LCFF Base  Classified Salaries  \$280,220  Benefits \$122,320  Books &amp; Supplies \$30,660  Services &amp; Other Operating  Expense \$38,172</p>
<p>Continue to provide utility services for all schools and departments in order to provide appropriate services.</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: _____</p>	<p>Total \$372,826   Funding Source: LCFF Base  Service &amp; Other Operating  Expense \$372,826</p>
<p>Continue to provide additional transportation funds to ensure that low income students are able to attend school, due to the high poverty of the</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  -----  OR:  <input checked="" type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners</p>	<p>Total \$262,786   Funding source: LCFF  Supplemental/Concentration</p>

majority of students and the rural nature of the district.		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Classified Salaries \$56,602 Benefits \$27,436 Books & Supplies \$146,044 Services & Other Operating Expense \$32,704
Provide additional funds for specific facility projects to ensure students attend safe schools.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$129,248  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$129,248
Provide additional Psychologist for counseling and behavior support to low income students with disabilities and other targeted students to ensure access to Common Core.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$103,840  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$77,680 Benefits \$26,160
Provide secure and monitored facilities which will included monitoring as well as securing of the facilities with fencing, remote gates, and double door access.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$50,000  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$6,000 Benefits \$1,380 Books & Materials \$42,620
Continue to promote and grow positive learning environments at all sites by investigating and implementing programs (PBIS) and procedures that create a safe and engaging learning environment.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$14,350  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$5,670 Benefits \$680 Services & Other Operating Expense \$8,000

Provide outreach to parents through technology access for increased parent engagement through computer kiosks and contract for website maintenance.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$3,000  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$2,000 Services & Other Operating Expense \$1,000
Provide each site a per pupil allocation to provide attendance incentives and educational/curriculum activity opportunities to promote attendance and increase student motivation. These funds will be included in the Single Plan for Student Achievement.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$29,500  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$20,500 Services & Other Operating Expense \$9,000
Continue to provide bilingual (Spanish) office staff member at each office to assist parent access to information regarding schools and to provide translations.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$66,010  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$41,570 Benefits \$24,440
Continue to provide an alternative education program (Wilsona Achievement Academy) for at risk 6-8 grade targeted students for access to Common Core.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$122,394  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$88,814 Benefits \$33,580
Continue to provide an instructional assistant to assist targeted students in the alternative education program (Wilsona Achievement Academy) for at risk 6-8 grade students for access to Common Core and to reduce the student to adult ratio.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$30,520  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$25,120 Benefits \$5,400

Provide incentives to WAA students to improve attendance, behavior and a positive learning environment for targeted students.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$3,000  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$2,000 Services & Other Operating Expenses \$1,000
Provide professional development/support opportunities for managers and administrators to guide their sites in creating and promoting safe, productive and effective learning environments.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$10,000  Funding Source: LCFF Supplemental/Concentration Services & Other Operating Expenses \$10,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Reduce the suspension rate from the previous year. Maintain expulsion rate.</li> <li>Continue to appropriately assign HQT in each classroom.</li> <li>Attendance rates will be maintained at 94% or more.</li> <li>William's facility report will indicate facilities are being maintained at a rating of "good" or higher.</li> <li>Healthy Kids' Survey will demonstrate and improvement in the percentage of students who feel safe at school, a reduction of the number of students feeling bullied and a reduction in the number of students who feel hopeless.</li> <li>Office discipline referrals from General Education and Special Education will decrease from the previous year.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide Home to School Transportation for all eligible students.	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: _____	Total \$348,353  Funding source: Base Classified Salaries \$226,429 Benefits \$121,924
Continue to assign HQT in each classroom and to provide opportunities (BTSA) for teachers to be highly qualified to ensure students have	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Total \$46,992  Funding source: LCFF Supplemental/Concentration

access to Common Core and are college and career ready. Funding based on 6 teachers participating.		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	Certificated Salaries \$ 21,600 Benefits \$2,592 Services & Other Operating Expense \$22,800
Continue to provide schools with a clean, safe environment where learning can take place due to routine facility maintenance.	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: _____	Total \$435,338  Funding Source: LCFF Base Classified Salaries \$114,240 Benefits \$59,360 Books & Supplies \$28,466 Services & Other Operating Expense \$233,272
Continue to provide students with a safe, clean environment in which to learn due to regular cleaning.	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: _____	Total \$513,278  Funding Source: LCFF Base Classified Salaries \$308,242 Benefits \$134,552 Books & Supplies \$31,396 Services & Other Operating Expense \$39,088
Continue to provide utility services for all schools and departments in order to provide appropriate services.	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: _____	Total \$381,773  Funding Source: LCFF Base Service & Other Operating Expense \$381,773
Continue to provide additional transportation funds to ensure that low income students are able to attend school, due to the high poverty of the majority of students and the rural nature of the district.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Total \$275,480  Funding source: LCFF Supplemental/Concentration Classified Salaries \$62,262 Benefits \$30,180

		<input type="checkbox"/> Other Subgroups: _____	Books & Supplies \$33,489
Provide additional funds for specific facility projects to ensure students attend safe schools.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$168,314  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$168,314
Maintain an additional Psychologist for counseling and behavior support to low income students with disabilities and other targeted students to ensure access to Common Core.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$114,224  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$85,448 Benefits \$28,776
Provide secure and monitored facilities which will included monitoring as well as securing of the facilities with fencing, remote gates, and double door access.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$50,000  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$6,000 Benefits \$1,518 Services & Other Operating Expense \$42,482
Continue to promote and grow positive learning environments at all sites by implementing programs (PBIS) and procedures that create a safe and engaging learning environment.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$14,418  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$5,670 Benefits \$748 Services & Other Operating Expense \$8,000
Provide each site a per pupil allocation to provide attendance incentives and educational/curriculum activity opportunities to promote attendance	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Total \$29,500  Funding Source: LCFF Supplemental/Concentration

and increase student motivation. These funds will be included in the Single Plan for Student Achievement.		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Books & Supplies \$20,500 Services & Other Operating Expense \$9,000
Continue to provide bilingual (Spanish) office staff member at each office to assist parent access to information regarding schools and to provide translations.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$72,611  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$45,727 Benefits \$26,884
Continue to provide an alternative education program (Wilsona Achievement Academy) for at risk 6-8 grade targeted students for access to Common Core.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$134,633  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$97,695 Benefits \$36,938
Continue to provide an instructional assistant to assist targeted students in the alternative education program (Wilsona Achievement Academy) for at risk 6-8 grade students for access to Common Core and to reduce the student to adult ratio.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$33,572  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$27,632 Benefits \$5,940
Provide incentives to WAA students to improve attendance, behavior and a positive learning environment for targeted students.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$3,000  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$2,000 Services & Other Operating Expenses \$1,000
Provide professional development/support opportunities for managers and administrators to guide their sites in creating and promoting safe, productive and effective learning	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Total \$10,000  Funding Source: LCFF Supplemental/Concentration Services & Other Operating

environments.		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Expenses \$10,000
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Reduce the suspension rate from the previous year. Maintain expulsion rate.</p> <p>Continue to appropriately assign HQT in each classroom.</p> <p>Attendance rates will be maintained at 94% or more.</p> <p>William's facility report will indicate facilities are being maintained at a rating of "good" or higher.</p> <p>Healthy Kids' Survey will demonstrate and improvement in the percentage of students who feel safe at school, a reduction of the number of students feeling bullied and a reduction in the number of students who feel hopeless.</p> <p>Office discipline referrals from General Education and Special Education will decrease from the previous year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide Home to School Transportation for all eligible students.	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: _____	Total \$348,353  Funding source: Base Classified Salaries \$226,429 Benefits \$121,92
Continue to assign HQT in each classroom and to provide opportunities (BTSA) for teachers to be highly qualified to ensure students have access to Common Core and are college and career ready. Funding based on 6 teachers.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	Total \$46,992  Funding source: LCFF Supplemental/Concentration Certificated Salaries \$ 21,600 Benefits \$2,592 Services & Other Operating Expense \$22,800
Continue to provide a clean, safe environment where student learning can take place due to routine facility maintenance.	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: _____	Total \$459,503  Funding Source: LCFF Base Classified Salaries \$125,664 Benefits \$65,296 Books & Supplies \$29,206



			Services & Other Operating Expense \$239,337
Continue to provide students with a safe, clean environment in which to learn due to regular cleaning.	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: _____	Total \$559,390  Funding sources: LCFF Base Classified Salaries \$339,066 Benefits \$148,007 Books & Supplies \$32,212 Services & Other Operating Expense \$40,104
Continue to provide utility services for all schools and departments in order to provide appropriate services.	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: _____	Total \$391,700  Funding Source: LCFF Base Service & Other Operating Expense \$391,700
Continue to provide additional transportation funds to ensure that low income students are able to attend school, due to the high poverty of the majority of students and the rural nature of the district.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$289,483  Funding source: LCFF Supplemental/Concentration Classified Salaries \$68,488 Benefits \$33,198 Books & Supplies \$153,437 Services & Other Operating Expense \$34,360
Provide additional funds for specific facility projects to ensure students attend safe schools.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$175,786  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$175,786
Maintain additional Psychologist for counseling and behavior support to low	LEA-Wide	<input type="checkbox"/> All -----	Total \$125,646

income students with disabilities and other targeted students to ensure access to Common Core.		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$93,993 Benefits \$31,654
Provide secure and monitored facilities which will included monitoring as well as securing of the facilities with fencing, remote gates, and double door access.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$50,000  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$6,000 Benefits \$1,670 Services & Other Operating Expense \$42,330
Continue to promote and grow positive learning environments at all sites by implementing programs (PBIS) and procedures that create a safe and engaging learning environment.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$14,493  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$5,670 Benefits \$823 Services & Other Operating Expense \$8,000
Provide each site a per pupil allocation to provide attendance incentives and educational/curriculum activity opportunities to promote attendance and increase student motivation. These funds will be included in the Single Plan for Student Achievement.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$29,500  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$20,500 Services & Other Operating Expense \$9,000
Continue to provide bilingual (Spanish) office staff member at each office to assist parent access to information regarding schools and to provide translations.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$79,872  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$50,300 Benefits \$29,572

Continue to provide an alternative education program (Wilsona Achievement Academy) for at risk 6-8 grade targeted students for access to Common Core.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$148,097  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$107,465 Benefits \$40,632
Continue to provide an instructional assistant to assist targeted students in the alternative education program (Wilsona Achievement Academy) for at risk 6-8 grade students for access to Common Core and to reduce the student to adult ratio.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$36,929  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$30,395 Benefits \$6,534
Provide incentives to WAA students to improve attendance, behavior and a positive learning environment for targeted students.	School-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Total \$3,000  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$2,000 Services & Other Operating Expenses \$1,000
Provide professional development/support opportunities for managers and administrators to guide their sites in creating and promoting safe, productive and effective learning environments.	LEA-Wide	<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	Total \$10,000  Funding Source: LCFF Supplemental/Concentration Services & Other Operating Expenses \$10,000

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?

Original GOAL from prior year LCAP:	Goal 1: All students will be reading at grade level by grade three. With the reading demands of the common core it is essential that all students be reading at grade level at the end of grade 3 in order to access the the core.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>In grades kindergarten through third grade, increase the percentage of students reading at grade level by 3% and establish a baseline based on Star Early Literacy and SBAC (grade 3). 49% of all third graders will be achieving at grade level by the end of third grade as measured by the SBAC. 19% of English learners will be achieving at grade level in grade 3 as measured by the SBAC. Using the STAR Early Literacy Assessment, establish a baseline for students in grades K-3 to determine growth.</p>	Actual Annual Measurable Outcomes:	<p>In grades kindergarten through third grade, the percentage of students reading at grade level is 62% based on Star 360 (Early Literacy) assessments and SBAC (grade 3) results are not available. 35.8% of all third graders are achieving at grade level by the end of third grade as measured by the Star 360 (Early Literacy) and SBAC results are not available. 20.7% of English learners are achieving at grade level in grade 3 as measured by Star 360 (Early Literacy) assessments and SBAC (grade 3) results are not available. Comparing these percentages from previous year assessments with different tools does not provide an accurate or matched metric. The District will continued to use the Star 360 (Early Literacy) assessments and SBAC (grade 3) each year to demonstrate growth.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide additional FTE(s) to reduce class size in K-3.	Teacher salary and benefits: \$102,000; Funding Source: Supplemental/Concentration; Note: 1 FTE the first year and add one each year.	Provided additional FTE(s) to reduce class size in K-3. Salary difference due to estimate on average teacher salary and changes in benefits. Actual expenditure is based on identified teacher.	Total \$57,745  Funding Source: LCFF Supplemental/Concentration Certificated Staff \$38,710 Benefits \$19,035
Scope of Service:	School-Wide; Vista San Gabriel Elementary	Scope of Service:	School-Wide; Vista San Gabriel Elementary

<input type="checkbox"/> All ----- OR: <input checked="" 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: _____		<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	
Provide K-3 professional development in teaching foundational skills to address the needs of low income students.	Cost of substitutes and/or extra duty to release teachers for training and the cost of the provider.: \$8,200; Funding Source: Supplemental/Concentration; Note: 4 days of professional development for 15 teachers to be released with a service provider paid from Title I.	Provided K-3 professional development in teaching foundational skills to address the needs of low income students.	Total \$8,200  Funding Source: LCFF Supplemental/Concentration Certificated Staff \$7,216 Benefits \$984
Scope of Service:	School-Wide; Vista San Gabriel Elementary	Scope of Service:	School-Wide; Vista San Gabriel Elementary
<input type="checkbox"/> All ----- OR: <input checked="" 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: _____		<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	
Provide a Summer school/extended day program that will provide targeted support for designated students to ensure continued achievement.	Costs associated with a summer school/extended day program.: \$25,000; Funding Source: Supplemental/Concentration; Note: 4 FTE teachers, support staff, transportation and supplies. Additional federal funds will be used to support the action.	A Summer school program is planned for June 2015 that will provide targeted support for designated students to ensure continued achievement. Lower cost is due to a lack of teachers for the program.	Estimated Total \$15,500  Funding Source: LCFF Supplemental/Concentration Certificated Staff - \$10,000 Classified Staff - \$1,600 Benefits - \$1,800 Books & Supplies \$600 Services & Other Operating Expenses \$1,500
Scope of Service:	School-Wide; Vista San Gabriel Elementary	Scope of Service:	School-Wide; Vista San Gabriel Elementary

<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Purchase supplemental materials to support English Learners in accessing the ELA core.	Materials: \$2,500; Funding Source: Supplemental/Concentration; Note: Materials to assist English Learners to read by the end of third grade.	Purchased supplemental materials to support English Learners in accessing the ELA core.	Total \$354  Funding Source: LCFF Supplemental/Concentration Materials: \$354
Scope of Service:	School-Wide; Vista San Gabriel Elementary	Scope of Service:	School-Wide; Vista San Gabriel Elementary
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The district will continue to implement the plan as written. The district believes that the actions will be effective and result in higher ELA student achievement for all groups by the end of third grade when fully implemented. The following revisions and modifications will be made to the scope of services to provide a more effective plan that will support student outcomes: <ul style="list-style-type: none"> <li>• To better address teacher collaboration, vertical articulation, and the lack of available substitutes, the effectiveness of this action needed to be examined and retooled. The district will be implementing an early release with "banked time" to support regular collaboration for all teachers simultaneously to support student outcomes. Professional development will be provided during this time. Funds will be redirected from substitutes/extra duty to additional teacher compensation for the extra time worked weekly to facilitate productive collaboration. This action will be moved to Goal 3.</li> <li>• An action will be added to provide professional development for common core early literacy and critical thinking skills. This action will be paid from Title I to support this LCAP Goal.</li> <li>• Summer school will be offered during June. Pre and Post tests will be used to determine the effectiveness of the program. The summer school from the previous year indicated that 78% of the students who</li> </ul>	

participated demonstrated growth on the post test. A metric will be added to measure student growth when attending summer school.

- Minimum supplemental materials for ELs were purchased but will be maintained and available for next year.



Original GOAL from prior year LCAP:	<b>Goal 2: All students will be grade level competent in Mathematics by the end of sixth grade. Students will need to achieve at grade level in math at each each grade level in order to ensure that they have access to the higher level math classes in middle and high school.</b>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools:   All	Applicable Pupil Subgroups:   All
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Expected Annual Measurable Outcomes:	<p>In third through sixth grade, increase the percentage of students performing at grade level in mathematics (by 3%) was as measured by SBAC math.</p> <p>A baseline for the curriculum embedded assessments will be established at the beginning of the 2015 .</p> <p>Increase the number of eighth graders based on high school placement test who are algebra ready and establish a baseline.</p>	Actual Annual Measurable Outcomes:	<p>In third through sixth grade, students performing at grade level in mathematics was 53.53% as measured by Star 360 (grade 3-4) and Academy of Math (grades 5-6.)</p> <p>In third through sixth grade, students performing at grade level in mathematics as measured by SBAC math are not available..</p> <p>The number of eighth graders based on high school placement test who are algebra ready was 8 out of 109. This will serve as the established baseline.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide additional FTE(s) to reduce class size in grades 4-6 in Mathematics.		This action will begin in 2015-2016 with a change to grades 5-8 for algebra readiness and algebra support.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>__</u> All ----- OR: <input checked="" 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: _____		<u>__</u> All ----- OR: <input checked="" 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: _____	

<p>Provide professional development in Common Core Math Standards to support teachers' 4-6 transition to Common Core instructional shifts in mathematics and address the needs of low income students.</p>	<p>Costs of substitutes and/or extra duty to release teachers for training and the cost of the provider.: \$9,000; Funding Source: Supplemental/Concentration; Note: 4 days of professional development for 15 teachers to be released with a service provider paid from Title I.</p>	<p>Provided professional development in Common Core Math Standards to support teachers' 4-6 transition to Common Core instructional shifts in mathematics and address the needs of low income students.</p>	<p>Total \$8,200 Funding Source: LCFF Supplemental/Concentration Certificated Staff - \$7,216 Benefits - \$984</p>
<p>Scope of Service:</p>	<p>LEA-Wide; Grades 4-6</p>	<p>Scope of Service:</p>	<p>Grades 4-6</p>
<p><input type="checkbox"/> All ----- OR: <input checked="" 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: _____</p>		<p><input type="checkbox"/> All ----- OR: <input checked="" 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: _____</p>	
<p>Provide supplemental instructional materials including software to support English Learner conceptual mathematical development.</p>	<p>Materials for English Learners: \$2,500; Funding Source: Supplemental/Concentration; Note: Materials to assist English Learners to be at grade level in mathematics.</p>	<p>Provided supplemental instructional materials including software to support English Learner conceptual mathematical development was not utilized due to identifying new Common Core textbooks and supplemental materials for '15-'16. This money will be available for the next school year.</p>	<p>Total \$0 Funding Source: LCFF Supplemental/Concentration Materials \$0</p>
<p>Scope of Service:</p>	<p>LEA-Wide</p>	<p>Scope of Service:</p>	<p>LEA-Wide</p>
<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	
<p>What changes in actions, services, and expenditures will be made as a</p>	<p>The district will continue to implement the plan as written. The district believes that the actions will be effective and result in higher Math student achievement for all groups by the end of sixth</p>		

result of reviewing past progress  
and/or changes to goals?

grade.

The following revisions and modifications will be made to the scope of services to provide a more effective plan that will support student outcomes:

- A planned action for the 15-16 school year was an additional FTE to reduce class size in grades 4-6. However due to the configurations of the schools (a K-4 and a 5-8) as well as the students who need support, the goal will reflect a change to 5-8 to support algebra readiness and early algebra.
- To better address teacher collaboration, vertical articulation, and the lack of available substitutes, the effectiveness of this action needed to be examined and retooled. The district will be implementing an early release with "banked time" to support regular collaboration for all teachers simultaneously to support student outcomes. Professional development will be provided during this time. Funds will be redirected from substitutes/extra duty to additional teacher compensation for the extra time worked weekly to facilitate productive collaboration. This action will be moved to Goal 3.
- An action will be added to provide professional development for common core math and critical thinking skills, and expanded to 4th to 8th grade for support for algebra. This action will be paid from Title I to support this LCAP Goal.
- Summer school will be offered during June. Pre and Post tests will be used to determine the effectiveness of the program. The summer school from the previous year indicated that 64% of the students who participated demonstrated growth on the post test.
- Supplemental materials for ELs were not purchased due to investigating and choosing a new common core math curriculum but the amount will be maintained and available for next year.

Original GOAL from prior year LCAP:	<b>Goal 3: All students will have access to college and career ready courses based on Common Core State Standards in all content areas.</b> The Wilsona School District is a high poverty district in order for our students to have access to the rigors that common core has to offer it is important that teachers are prepared to meet their needs and the appropriate services and supports are available.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: <u>Special Education</u>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Reclassification rate for English Learners will increase by 5% as reported to CALPads. Increase the percentage of students performing at each grade level on the SBAC interim and summative ELA and Math assessments by 3% disaggregated by subgroups and establish baseline data. William's Reports maintaining 100% compliant with the instructional materials requirements. Common Core lessons and activities developed and presented based on Principal/Coach observations. Attendance rate will maintain and improve from 94% annually.	Actual Annual Measurable Outcomes:	Reclassification rate for English Learners was 28% as reported to CALPads recorded in October 2014. In house calculations show that 29 students out of 90 students were reclassified as an English Learner in '14-'15 at a rate of 32%. Increase the percentage of students performing at each grade level on the SBAC interim and summative ELA and Math assessments by 3% disaggregated by subgroups and establish baseline data. Results are not available. William's Reports maintained a 100% compliant with the instructional materials requirements. Common Core lessons and activities developed and presented based on Principal/Coach observations which were collected and reviewed to determine areas or need and support. Of the observations recorded 74.6% were common core based. Annual attendance rate was 94.95% which maintained/improved from 94%.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase Common Core materials and supplemental materials to support the implementation of English	Core and supplemental materials: \$40,000; Funding Source: Base; Note:	Adopted and purchased new Common Core Math curriculum and materials.	Total \$40,000 Funding Source: LCFF Base

language arts and Mathematics.	Mathematics materials will be bought in Years 1 and 2. English Language Arts materials will be bought in Year 3. \$40,000 will be out of LCFF the first year with an additional \$125,000 from District set aside and \$25,000 of Common Core money.		Materials \$40,000
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: _____		<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: _____	
Provide a coach for each site to support teachers in the implementation of the Common Core with an emphasis on English Learner access.	Salaries were from Title II and Title I.	Provided a coach for each site to support teachers in the implementation of the Common Core with an emphasis on English Learner access.	Total \$184,373  Funding Source: Title I Certificated Salaries \$104,810 Benefits \$33,470  Funding Source: Title II Certificated Salaries \$34,937 Benefits \$11,156
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	

Provide highly qualified teachers and support staff to each school to ensure that all students achieve at their highest levels.	Certificated salary and benefits: \$4,498,826; Funding Source: Base; Note: Teachers, certificated support staff, administrators.	Provided highly qualified teachers and support staff to each school to ensure that all students achieve at their highest levels. Salary difference due to estimate on average teacher salary and changes in benefits. Actual expenditure is based on identified teachers.	Total \$4,895,461 Funding Source: LCFF Base Certificated Salaries \$3,590,561 Benefits \$1,304,900
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> 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: _____		<u>X</u> 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: _____	
Provide clerical, support and maintenance staff to ensure school and district operations support a positive learning working environment.	Classified salaries and benefits: \$1,466,870; Funding Source: Base.	Provided clerical, support and maintenance staff to ensure school and district operations support a positive learning working environment. Salary difference due to estimate on average classified salary and changes in benefits. Actual expenditure is based on identified staff.	Total \$1,084,480 Funding Source: LCFF Base Classified Salaries \$774,350 Benefits \$310,130
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> 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: _____		<u>X</u> 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: _____	
Provide classroom and office supplies for each school.	Instructional and office supplies: \$44,750; Funding Source: Base; Note: Includes some computers,	Provided classroom and office supplies for each school.	Total \$44,750 Funding Source: LCFF Base Materials \$44,750

	supplies and instructional materials.		
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: _____		<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: _____	
Provide each school with an additional FTE intervention teacher to offer targeted intervention in ELA and math to identified students.	Teachers' salary and benefits: \$204,000; Funding Source: Supplemental/Concentration; Note: One intervention teacher at each site. May teach SIPPS, Language!, Read 180, remedial math or any other intervention programs.	Provided each school with an additional FTE intervention teacher to offer targeted intervention in ELA and math to identified students. Salary difference due to estimate on average teacher salary and changes in benefits. Actual expenditure is based on identified teachers.	Total \$190,050 Funding source: LCFF Supplemental/Concentration Certificated Salaries \$145,000 Benefits \$45,050
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Explore options with the Teachers' Association to increase time for teachers to collaborate and receive professional development within the school day and year.	No expense	Explored options with the Teachers' Association to increase time for teachers to collaborate and receive professional development within the school day and year.	No expense
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All -----		<input type="checkbox"/> All -----	

OR: <input checked="" 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: _____		OR: <input checked="" 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: _____	
Provide bilingual assistants to provide instructional assistance and support to English learners during content instruction for literacy support.	Salary and benefits for bilingual instructional assistants.: \$60,000; Funding Source: Supplemental/Concentration; Note: There are 4 part time bilingual assistants, 2 at each site.	Provided bilingual assistants to provide instructional assistance and support to English learners during content instruction for literacy support.	Total \$57,200  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$47,100 Benefits \$10,100
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide additional learning time (ie. summer school, extended time) for struggling readers and students not algebra ready in grades 4-6.	Costs associated with summer school/extended day program.: \$25,000; Funding Source: Supplemental/Concentration; Note: 4 FTE teachers, support staff, transportation and supplies. Additional federal funds will be used to support this action.	A Summer school program is planned for June 2015 that will provide targeted support for for struggling readers and students not algebra ready in grades 4-6. Lower cost is due to a lack of teachers for the program.	Estimated Total \$15,500  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$10,000 Classified Salaries \$1,600 Benefits \$1,800 Books & Supplies \$600 Services & Other Operating Expenses -\$1,500
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	



<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide professional development for grades 4-6 teachers in English Language Arts to support teacher transition to Common Core instructional shifts and providing differentiated instruction for targeted students.	Cost of substitutes and/or extra duty to release teachers for training and the cost of the provider.: \$4,500; Funding Source: Supplemental/Concentration; Note: 2 days of professional development for 14 teachers with a service provider paid from Title I.	Provided professional development for grades 4-6 teachers in English Language Arts to support teacher transition to Common Core instructional shifts and providing differentiated instruction for targeted students.	Total \$4,200  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$3,696 Benefits \$504
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide professional development for grades 7-8 teachers in ELA/HSS and Math/Science to support teacher transition to common core instructional shifts and differentiated instruction for targeted students.	Cost of substitutes and/or extra duty to release teachers for training and the cost of the provider.: \$3,000; Funding Source: Supplemental/Concentration; Note: 2 days of professional development for 10 teachers (7th and 8th grade) with a service provider.	Provided professional development for grades 7-8 teachers in ELA/HSS and Math/Science to support teacher transition to common core instructional shifts and differentiated instruction for targeted students.	Total \$2,800  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$2,464 Benefits \$336
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__Other Subgroups: _____		__Other Subgroups: _____	
Provide opportunities (extra hourly or substitute costs) for collaboration to increase vertical articulation district-wide to focus on the needs of students (including targeted groups, special education) in specific subjects and for district leadership.	Extra hourly: \$10,000; Funding Source: Supplemental/Concentration; Note: Collaboration of specialized groups (6-12) to meet 15 times for 1.5 hours during the year.	Provided opportunities (extra hourly or substitute costs) for collaboration to increase vertical articulation district-wide to focus on the needs of students (including targeted groups, special education) in specific subjects and for district leadership. This action was underutilized and will be promoted more next year.	Total \$4,116 Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$3,675 Benefits \$441
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>		__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	
Attract, recruit and retain the best and most qualified and motivated teachers to this remote and rural district to address the needs of the high concentration of targeted students by working to make the compensation comparable and better than surrounding districts.	None planned	This action is to begin 2015-2016.	None
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>		__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	
Provide opportunities for teachers at each grade level or department to	Sub release or extra duty pay.: \$50,000; Funding	Provided opportunities for teachers at each grade level or department to	Total \$37,878

plan instruction to address specific needs of students using student work and other data.	Source: Supplemental/Concentration; Note: 57 teachers at sub rate for 6 days or extra hourly for 3.5 hour 6 times annually.	plan instruction to address specific needs of students using student work and other data. Some opportunities were cancelled due to lack of substitutes, thus resulting in less expenditures.	Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$33,333 Benefits \$4,545
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<p>__All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u></p>		<p>__All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u></p>	
Continue to provide a .5 FTE English Learner District Coordinator and 2 site coordinators to ensure access to core, the reclassification of English learners and the continued high performance of redesignated English learners.	.25 FTE District Coordinator and stipends for site coordinators: \$30,200; Funding Source: Supplemental/Concentration; Note: The other .25 FTE District Coordinator is paid from Title III. The site coordinators receive a stipend.	Continue to provide a .5 FTE English Learner District Coordinator and 2 site coordinators to ensure access to core, the reclassification of English learners and the continued high performance of redesignated English learners. Salary difference due to estimate on average teacher salary and changes in benefits. Actual expenditure is based on identified teachers.	Total \$51,515  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$38,950 Benefits \$12,565
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<p>__All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p>__All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
Provide additional learning time (ie. summer school, extended time) for 2-7 grade students who are demonstrating a lack of progress with	Costs associated with summer school/extended day program.: \$25,000; Funding Source:	A Summer school program is planned for June 2015 that will provide targeted support for grades 2-7 students who are demonstrating a	Estimated Total \$15,500  Funding Source: LCFF Supplemental/Concentration

attaining English Language proficiency.	Supplemental/Concentration; Note: 4 FTE teachers support staff, transportation and supplies. Additional federal funds will be used to support this action.	lack of progress with attaining English Language proficiency. Lower cost is due to a lack of teachers for the program.	Certificated Salaries \$10,00 Classified Salaries \$1,600 Benefits \$1,800 Books & Supplies \$600 Services & Other Operating Expenses\$1,500
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide training and materials for all staff in the new ELD Standards and the integration of these standards in English language arts.	Materials and professional development: \$3,000; Funding Source: Supplemental/Concentration; Note: Provide training, materials and copies of new standards to all staff. Additional federal funds will be used to support this action.	Provided training and materials for all staff in the new ELD Standards and the integration of these standards in English language arts. Cost of ELD Standards was more than anticipated.	Total \$5,562  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$5,562
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide targeted intervention in identified areas based on data to Long Time English Learners (LTEL) to increase reclassification.	Extra duty and materials: \$2,000; Funding Source: Supplemental/Concentration; Note: 4-6 week intervention which will require extra duty	Provide targeted intervention in identified areas based on data to Long Time English Learners (LTEL) to increase reclassification. This was accomplished during the school day.	Total \$0

	and materials to assist identified students to become fluent English Learners.		
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will continue to implement the plan as written. The district believes that the actions will be effective and result in better student outcomes as it is fully implemented. The following revisions and modifications will be made to the scope of services to provide a more effective plan that will support student outcomes: <ul style="list-style-type: none"> <li>• Common Core Math Adoption only took place in spring of 2105. The Math curriculum will begin full implementation in 2015-2016. Only supplemental ELA materials were purchased. The district will be looking at an ELA adoption during the next two years. Funds will be increased from the original plan for additional Common Core materials that need to be purchased in the next year, as well creating enough funds for a full ELA adoption in the next 2 years due to the cost of adoption exceeding predictions.</li> <li>• All staff will be receiving increases to their salary schedules that will impact the district budget. This will support providing high quality staff in a highly rural and poor area serving 97.25% unduplicated students.</li> <li>• Summer school will be offered during June. Pre and Post tests will be used to determine the effectiveness of the program. The summer school from the previous year indicated that 64% of the students who participated demonstrated growth on the post test. A metric will be added to measure student growth when attending summer school.</li> <li>• The action to explore options with the Teachers' Association to increase time for teachers to collaborate and receive professional development within the school day has been completed and will be removed as an action. Through this collaboration, the stakeholders decided to better address teacher collaboration, vertical articulation, and the lack of available substitutes, the effectiveness of this action needed to be examined and retooled. The</li> </ul>		

district will be implementing an early release with "banked" time to support regular collaboration for all teachers simultaneously to support student outcomes. Professional development will be provided during this time. Funds will be redirected from substitutes/extra duty to additional teacher compensation for the extra time worked weekly to facilitate productive collaboration .

- The Professional Development actions will be revised to include an added focus on critical thinking skills. This action will be paid from Title I to support this LCAP Goal.
- An action to provide an additional certificated teacher when situations arise that would cause split grade level classrooms, in order to support full grade level implementation and rigor of Common Core standards for socio-economically deprived students.
- To meet the targeted needs of the English learners, bilingual instructional assistants time will be increased.

Original GOAL from prior year LCAP:	<b>Goal 4: The District will provide appropriate specialized services beyond the core academic program. Due to the diverse needs of our students, the District will continue to provide additional services and support to ensure students are successful in school.</b>	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: <u>Special Education</u>
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Attendance rate will maintain or improve from 94% annually. Truancy and Chronic Absenteeism rates will decrease by 5% from previous year.</p> <p>Middle School Drop Out rate will maintain.</p> <p>Special Education students have increased opportunities to access general education classes determined by IEPs.</p> <p>Student to technology device ratio will be 3:1 in grades 3-8.</p> <p>Increase the number of parents participating in schoolwide activities/events/conferences.</p>	Actual Annual Measurable Outcomes:	<p>Annual attendance rate was 94.95% which maintained/improved from 94%.</p> <p>Truancy and Chronic Absenteeism rates increased by 1.79% from previous year.</p> <p>Middle School Drop Out rate was maintained and improved between 2012-2013 with 4 and down to 1 in 2013-2014.</p> <p>Special Education students have increased opportunities to access general education classes determined by IEPs and grew by 40.8%.</p> <p>Student to technology device (laptops and desktops) ratio is 1.5:1 in grades 3-8. In all grades K-8 technology devices (laptops and desktops) is 2.24:1. Note: The original metric was written backwards and should have been 3:1 (3 students to 1 device) rather than 1:3.</p> <p>The number of parents participating in schoolwide activities/events/conferences between the two schools was 3709 establishing a baseline.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide a Special Education Teacher on Special Assignment (TOSA) to	Salary and benefits for TOSA: \$59,000; Funding	This action did not happen for lack of finding a part time TOSA.	Total \$0

ensure the District remains compliant as well as organizes professional development opportunities and provides support for staff focusing on students with disabilities and their access to the Common Core.	Source: Base; Note: The first year will be a .5 FTE teacher with a negotiated stipend. The second and third year will be 1 FTE with a negotiated stipend.		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	
Continue to provide District contracted support for State required services and information including, but not limited to CALPADS, CBEDS, etc.	Portion of contracted services: \$5,000; Funding Source: Base; Note: A portion of the contracted services are for State required services and information. So only a portion of the contract is being paid with State funds.	Continued to provide District contracted support for State required services and information including, but not limited to CALPADS, CBEDS, etc.	Total \$5,000  Funding Source: LCFF Base Certificated Salaries \$4,750 Benefits \$250
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: _____		<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: _____	
Provide adequate legal and audit services to ensure the district remains legally compliant.	Contracted services: \$74,000; Funding Source: Base.	Provided adequate legal and audit services to ensure the district remains legally compliant.	Total \$80,00  Funding Source: LCFF Base Services & Other Operating Expenses \$80,000



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: _____		<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: _____	
Provide the district with current information and is able to provide services to students and staff that is not available within the district. The District will contract for specific services.	Contracts and membership fees: \$56,000; Funding Source: Base; Note: These are to include contracts with LACOE, CSBA, SI&A, and other renewed contracts and memberships.	Provided the district has current information for compliance and provide services to students and staff that is not available within the district. The District will contract for specific services. Some services were not added in when the estimate was completed.	Total \$61,740  Funding Source: LCFF Base Services & Other Operating Expense \$61,740
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: _____		<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: _____	
Develop and support increase in digital and media literacy for teachers and students including professional development, hardware, software, and personnel through the development of library/media centers.	Professional development, hardware, software, and personnel salary and benefits.: \$216,000; Funding Source: Supplemental/Concentration; Note: Personnel costs with salary and benefits for 1 FTE and 2 part time employees. Other funds will be leveraged through Title I, Microsoft voucher and Common Core dollars.	Developed and supported increase in digital and media literacy for teachers and students including professional development, hardware, software, and personnel through the development of library/media centers.	Total \$171,676  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$82,700 Benefits \$43,600 Books and Supplies \$45,376

Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	
__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils    __English Learners    __Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils    __English Learners    __Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Implement an Elective Program (including instrumental music, art, STEM-M, AVID, etc.) at the middle school to increase student attendance and achievement.	None	This action is planned to start in 2015-2016	None
Scope of Service: School-Wide		Scope of Service: School-Wide	
__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils    __English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils    __English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide additional time for 2 attendance clerks in order to monitor and follow up with students with frequent absences.	Cost of an additional hour and benefits for 2 clerks.: \$10,500; Funding Source: Supplemental/Concentration; Note: The clerks will work an additional hour per day focusing on attendance and truancy issues.	Provided additional time for 2 attendance clerks in order to monitor and follow up with students with frequent absences. The estimated cost was based on average salaries at the time.	Total \$8,750  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$7,200 Benefits \$1,550
Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	
__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils    __English Learners    __Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils    __English Learners    __Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	

Provide a District bilingual clerk for parent outreach and community liaison for information collection, homeless needs, SARB, and translations.	Salary and benefits of employee.: \$30,000; Funding Source: Supplemental/Concentration; Note: This will be a 5 hour per day position.	Provided a District bilingual clerk for parent outreach and community liaison for information collection, homeless needs, SARB, and translations. This new position was filled late in the year.	Total \$6,270  Funding Source: LCFF Supplemental/Concentration Classified Salaries \$5,150 Benefits \$1,120
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide a clerk to reach out to foster youth and their families to link them to services and items that they need to make the foster youth successful at school.	Salary and benefits: \$5,000; Funding Source: Supplemental/Concentration; Note: This may be combined with another position.	Provided a clerk to reach out to foster youth and their families to link them to services and items that they need to make the foster youth successful at school. This position was filled late in the year.	Total \$1,030 Funding Source: LCFF Supplemental/Concentration Classified Salaries \$850 Benefits \$180
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide support for a sports program to improve student engagement for targeted students.	Cost of coach, stipends, registration, and transportation.: \$8,000; Funding Source: Supplemental/Concentration; Note: The first year the program will be supported by TUPE funds. The following	Provided support for a sports program to improve student engagement for targeted students.	Total \$7,000  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$4,800 Benefits \$720 Services & Other Operating Expense \$1,480

	years will need to be fully funded.		
Scope of Service:	School-Wide	Scope of Service:	School-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide written and verbal translations to ensure parent participation.	Extra duty: \$2,000; Funding Source: Supplemental/Concentration; Note: Extra duty for translations (written and oral) beyond the work day.	Provided written and verbal translations to ensure parent participation.	Total \$2,050 Funding Source: LCFF Supplemental/Concentration Classified Salaries \$1,700 Benefits \$350
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide parents of English Learners opportunities for participation in their child's success at school.	Facilitators, incentives, materials: \$1,000; Funding Source: Supplemental/Concentration; Note: Pay facilitators, purchase materials and incentives to encourage parents to attend events that will help them help their children succeed.	Provided parents of English Learners opportunities for participation in their child's success at school. This was paid out of Title III. Some parents chose not to participate. Funds will be available again in the following year.	Total \$351  Funding Source: Title III Services & Other Operating Expense \$351
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide

All

OR:

Low Income pupils  English Learners  Foster Youth

Redesignated fluent English proficient

Other Subgroups: \_\_\_\_\_

All

OR:

Low Income pupils  English Learners  Foster Youth

Redesignated fluent English proficient

Other Subgroups: \_\_\_\_\_

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The district will continue to implement the plan as written. The district believes that the actions will be effective and result in better student outcomes as it is fully implemented.

The following revisions and modifications will be made to the scope of services to provide a more effective plan that will support student outcomes:

- The Special Education TOSA will be modified to a TOSA Program Specialist to address a wider area of need to support student diverse needs, with emphasis on students with disabilities.
- Increase the funds for technology hardware to provide additional devices for student use to support common core implementation and access to information so students are successful in school. In addition, an increase of hours for personnel servicing the library/media centers will support student needs in accessing information.
- An increase in health attendance clerks hours to support improved attendance and reduced truancy.
- An action for foster youth supplies will be added to support their success in school.

Original GOAL from prior year LCAP:	<b>Goal 5: The District will ensure a safe, productive, engaging learning environment (including facilities) for all students.</b>	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: <u>Special Education</u>
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Goal Applies to:	Schools:   All	Applicable Pupil Subgroups:   All
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Expected Annual Measurable Outcomes:	<p>Reduce the suspension rate from the previous year. Maintain expulsion rate.</p> <p>Continue to appropriately assign HQT in each classroom.</p> <p>Attendance rates will be maintained at 94% or more.</p> <p>William's facility report will indicate facilities are being maintained at a rating of "good" or higher.</p> <p>Healthy Kids' Survey will be given to indicate student safety and areas of concern at school .</p> <p>Office discipline referrals from General Education and Special Education will decrease and establish baseline.</p>	Actual Annual Measurable Outcomes:	<p>The suspension rate was 148 suspensions compared to 173 suspensions from the previous year. The expulsion rate was maintained at 1 expulsion with the rate previously being 2 per year.</p> <p>All teachers were appropriately assigned as HQT in each classroom.</p> <p>Annual attendance rate was 94.95% which maintained/improved from 94%.</p> <p>William's facility report indicated facilities are being maintained at a rating of "good."</p> <p>Healthy Kids' Survey indicated that 14% of the students do not feel safe at school 36% had a neutral response. In the area of school safety that is of a concern is the concerns regarding bullying and rumors. 36% claim they have seen a weapon on campus. The survey also indicated that 45% of the 7th graders have experienced chronic sadness/hopelessness. A high caring adult relationship went from 41% in 5th grade to 22% in 7th grade.</p> <p>Office discipline referrals from General Education were 65 and Special Education were 24. This will serve as a baseline.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Continue to provide Home to School Transportation for all eligible students.	Salaries, benefits, fuel, maintenance of buses, operation costs: \$437,000; Funding Source: Base; Note: This is the amount the state provides for transportation. Due to the rural and isolated location of the District and the number of registered sex offenders and high level of poverty, additional transportation costs are needed in order to ensure safe passage and attendance at school.	Continued to provide Home to School Transportation for all eligible students. The amount expended is the hold harmless funding provided by the state. It is being applied to salaries, benefits, and some of the other operating expenses.	Total \$348,353 Funding Source: LCFF Base Classified Salaries \$233,013 Benefits \$111,340 Services & Other Operating Expense \$4,000
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: _____		<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: _____	
Continue to assign HQT in each classroom and to provide opportunities to keep teachers highly qualified to ensure students have access to Common Core and are college and career ready.	Cost of trainings and classes to maintain HQT.: \$1,000; Funding Source: Title 1.	Continued to assign HQT in each classroom and to provide opportunities to keep teachers highly qualified to ensure students have access to Common Core and are college and career ready. This year all teachers were HQT. However next year this action will be increased.	Total None
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__Other Subgroups: _____		__Other Subgroups: _____	
All schools will have clean, safe environment where learning can take place due to routine facility maintenance.	Salaries, benefits, materials: \$247,500; Funding Source: Base; Note: Salaries, benefits, supplies, equipment and materials for routine maintenance.	Provided all schools with a clean, safe environment where learning can take place due to routine facility maintenance.	Total \$247,744 Funding Source: LCFF Base Classified Salaries \$91,00 Benefits \$50,00 Books & Supplies \$27,200 Services & Other Operating Expenses \$79,544
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Students will be provided with a safe, clean environment in which to learn.	Salaries, benefits, supplies, equipment and materials: \$58,000; Funding Source: Base; Note: All expenses to cover custodial, grounds, and security operations.	Provided students with a safe, clean environment in which to learn.	Total \$406,585 Funding Source: LCFF Base Classified Salaries \$228,460 Benefits \$110,775 Books & Supplies \$30,000 Services & Other Operating Expenses \$37,350
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Provide utility services for all schools and departments in order to provide	Utility services: \$379,800; Funding Source: Base; Note:	Provided utility services for all schools and departments in order to	Total \$364,800



appropriate services.	Includes: water, gas, electricity, waste, and phone/internet.	provide appropriate services. Estimated expenditures were based on prior year.	Funding Source: LCFF Base Services & Other Operating Expenses \$364,800
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: _____		<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: _____	
Due to the high poverty of the majority of students and the rural nature of the district, provide additional transportation funds to ensure that low income students are able to attend school.	Salaries, benefits, fuel, maintenance of buses, operation costs: \$215,000; Funding Source: Supplemental/Concentration; Note: These are the costs above what the state provides for transportation. Due to the rural and isolated location of the District and the number of sex offenders and high level of poverty, additional transportation costs need to be covered in order to ensure safe passage and attendance at school.	Provided additional transportation funds to ensure that low income students are able to attend school. The amount expended is the amount above the hold harmless funding provided by the state. It is being applied to other operating expenses that the state funding for transportation does not cover.	Total \$174,900  Funding Source: LCFF Supplemental/Concentration Books & Supplies \$142,900 Services & Other Operating Expense \$32,000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education</u>	
Provide additional funds for specific facility projects to ensure students	Costs associated with identified facility projects.:	Provided additional funds for specific facility projects to ensure students	Total \$40,000

attend safe schools.	\$40,000; Funding Source: Supplemental/Concentration; Note: Includes materials, equipment, labor, and contracted services depending on the project necessary to ensure a safe learning environment.	attend safe schools.	Funding Source: Supplemental/Concentration Services & Other Operating Expense \$40,000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" 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: _____		<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	
Provide additional counseling and behavior support to low income students with disabilities and other targeted students to ensure access to Common Core.	Cost of psychologist and benefits.: \$15,000; Funding Source: Supplemental/Concentration; Note: The first year will be contracted services with special education dollars. The second year will be .33 FTE and the third year will be .67 FTE.	This action did not happen due to a lack of a part time counselor.	None
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide cameras at the entrance of all facilities (including transportation) to assist in providing a safe environment	Cameras \$2,000 out of Supplemental/concentration.	Provide cameras at the entrance of all facilities (including transportation) to assist in providing a safe environment	Total: \$654 Funding Source:

for students and staff.		for students and staff.	Supplemental/Concentration Services & Other Operating Expense \$654
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ----- OR: <input checked="" 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: _____		__All ----- OR: <input checked="" 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: _____	
Investigate the securing of the facilities with fencing, remote gates, and double door access.	No cost	Did not happen due to lack of personnel and time.	No cost
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ----- OR: <input checked="" 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: _____		__All ----- OR: <input checked="" 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: _____	
Continue to promote and grow positive learning environments at all sites by investigating and implementing programs (PBIS) and procedures that create a safe and engaging learning environment.	Cost of programs, substitutes, and stipends.: \$7,000; Funding Source: Supplemental/Concentration; Note: Contract for training with LACOE, substitutes to release teachers, and a stipend for the coach.	Continue to promote and grow positive learning environments at all sites by investigating and implementing programs (PBIS) and procedures that create a safe and engaging learning environment at the middle school. The actual expenditure exceeded the estimate due to the need for the teams to meet more frequently to fully implement the program.	Total \$8,922  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$4,368 Benefits \$554 Service & Other Operating Expense \$4,000
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All -----		__All -----	

OR: <input checked="" 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: _____		OR: <input checked="" 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: _____	
Provide outreach to parents through technology access for increased parent engagement.	None	This action is to begin 2015-2016.	None
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" 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: _____		<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	
Provide each site a per pupil allocation to meet individual site needs related to LCAP goals; these funds will be included in the Single Plan for Student Achievement.	Site plan expenditures: \$72,000; Funding Source: Supplemental/Concentration; Note: Site plan expenditures to support related LCAP goals.	Provided each site a per pupil allocation to meet individual site needs related to LCAP goals; these funds will be included in the Single Plan for Student Achievement. Expenditures were higher due to higher enrollment and student needs.	Total \$77,482  Funding Source: LCFF Supplemental/Concentration Certificated Salaries \$26,600 Benefits \$3,146 Books & Supplies \$20,000 Services & Other Operating Expense \$27,736
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input type="checkbox"/> All ----- OR: <input checked="" 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: _____		<input type="checkbox"/> All ----- OR: <input checked="" 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: _____	
Provide bilingual (Spanish) office clerks to assist parent access to information regarding schools and to	Salary and benefits: \$54,000; Funding Source: Supplemental/Concentration;	Provided bilingual (Spanish) office clerks to assist parent access to information regarding schools and to	Total \$61,150  Funding Source: LCFF

provide translations.	Note: 1 office clerk per site, bilingual in Spanish.	provide translations. Salaries were estimated on average clerk salary. Actual salary is listed.	Supplemental/Concentration Classified Salaries \$37,650 Benefits \$23,500
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ----- OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups: _____		__All ----- OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups: _____	
Continue to provide an alternative education program (Wilsona Achievement Academy) for at risk 6-8 grade targeted students for access to Common Core.	Teacher salary and benefits: \$99,000; Funding Source: Supplemental/Concentration; Note: Costs include the salary and benefits of 1 FTE teacher. Increase in second year reflects end of current MOU on salary.	Continued to provide an alternative education program (Wilsona Achievement Academy) for at risk 6-8 grade targeted students for access to Common Core. Salary difference due to estimate on average teacher salary and changes in benefits. Actual expenditure is based on identified teacher.	Total \$110,000  Funding Source: LCFF Supplemental/Concentration Certificated Salary \$83,000 Benefits \$27,000
Scope of Service:	School-Wide; Challenger Middle School	Scope of Service:	School-Wide; Challenger Middle School
__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Continue to provide an instructional assistant to assist targeted students in the alternative education program (Wilsona Achievement Academy) for at risk 6-8 grade students for access to Common Core and to reduce the student to adult ratio.	Instructional assistant salary and benefits.: \$32,000; Funding Source: Supplemental/Concentration; Note: 2 part time instructional assistants' salary and benefits. Increase in year 2 an 3 reflect the end	Continued to provide an instructional assistant to assist targeted students in the alternative education program (Wilsona Achievement Academy) for at risk 6-8 grade students for access to Common Core and to reduce the student to adult ratio. Salary difference due to estimate on average	Total \$29,400  Funding Source: LC Supplemental/Concentration Classified Salary \$24,400 Benefits \$5,000

	of a current MOU on salary.	classified salary and changes in benefits. Actual expenditure is based on identified staff.	
Scope of Service:	School-Wide; Challenger Middle School	Scope of Service:	School-Wide; Challenger Middle School
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>The district will continue to implement the plan as written. The district believes that the actions will be effective and result in better student outcomes as it is fully implemented.</p> <p>The following revisions and modifications will be made to the scope of services to provide a more effective plan that will support student outcomes:</p> <ul style="list-style-type: none"> <li>• The funding for HQT will be increased to provide BTSA support to new teachers. With the addition of new teachers for the first time in 10 years, new teachers require support to meet the requirements of HQT.</li> <li>• The cost of providing a safe and clean environment will increase with the addition of part time custodians districtwide, as well as additional hours for part time custodians in the summer months.</li> <li>• There will be an increase to facility projects, due to the lack of funding in the past years and the need to improve a safe, and clean environment for student learning. There will also be a need to change some grounds of the facility to meet the challenges of water conservation.</li> <li>• Utility costs will have to be increased to cover the increase in water service.</li> <li>• Counseling services will be eliminated and a psychologist will be added to take on the counseling service and provide additional psych services to targeted students as a result of the Healthy Kids Survey.</li> <li>• The initial purchase of cameras is complete and the actions will be eliminated. If additional cameras are need , they can be purchased under facility or safety actions.</li> <li>• The cost of PBIS will increase due to additional costs associated with the program including extra duty time for teachers on the PBIS team and the cost of the SWIS data collection program</li> </ul>	

that is a separate service agreement. This is increasing due to student bullying and rumor responses on the Healthy Kids Survey, as well as improving a caring adult relationship.

- The bilingual office clerk will be changed to office staff member to reflect on going changes on how school and district offices operate to support our students who are English learners.
- Monitoring and securing facilities (involving fencing, remote access, cameras) will continue to be a focus for the safety of students and staff.

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:	\$2,722,342
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The Wilsona School District has only one elementary school grades, preK to fourth grades, one middle school, fifth to eighth grades, and one alternative ed school/classroom for grades 6-8. The Wilsona School District has an unduplicated count of 97.35%. The district anticipates an increase of funding of \$1,299,706 [with 53.08% Gap Funding] based on unduplicated pupils in addition to the prior year expenditures of \$1,422,637. This is a total of \$2,722,342 as of 6/04/2015.

The funds generated in the supplemental/concentration portion of the LCFF funding formulas is supporting services that are being principally expended districtwide due to the high number of students in the unduplicated count and the the distribution of the targeted subgroups (LI, EL, FY). The districtwide services provided and funded are effective in meeting the district goals for the unduplicated pupils due to the high percentage of unduplicated students and the distribution of the targeted groups between the two schools. A few actions are grade level specific and in those cases the funds are more effectively distributed by school due to the targeted grade level action. For example, Goal one focuses on reading in grades kindergarten through third grade. So the funds for the actions on Goal One are most effectively being used schoolwide. In Goal Three, two actions focus on grades seven and eight. One action focuses on an intervention program (Read 180) and professional development for subject specific teachers. Goal Four has an action regarding electives which are only at the middle school. Goal Five has three actions for the continuation school. In these specific situations, due to the grade level appropriateness and the effectiveness of the schoolwide service, the funds are more effective to meet the goal(s) for the unduplicated students by being distributed by school.

All other actions are districtwide and are principally directed towards meeting the goals for the unduplicated students which is at a 97.35%.



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.

29.68	%
<p>The LCAP increases and improve services for pupils who are identified as low income, foster youth, and English learners. The percentage by which services for unduplicated students must increase is 29.68% or improve compared to the services provided to all pupils. In the case of the Wilsona School District, the unduplicated count is 1,254 students or 97.35% most of them being low income so the majority of students are primarily targeted students.</p> <p>The Wilsona School District spent \$1,422,637 in 2014-2015 on these targeted students. This LCAP is a plan to spend \$2,722,342 on these focus groups. English Learner services for students, parents and long term English learners have also been added that were not in place prior to the LCAP. Additional actions for low income, including foster youth, have been added to improve student outcomes.</p> <p>Actions targeted specifically for English learners include extended learning time, supplemental materials for English language development, bilingual instructional assistants, site English learner coordinators, extra hourly teacher collaboration focused on English learners, professional development for teachers of English learners, bilingual parent outreach clerk, English learner parent participation activities and meetings, and substitutes for teacher release time to create individual learning plans for long term English learners.</p> <p>97.35% of students fall in the unduplicated group. The actions for this group include services for foster youth. Actions that are designed to meet the needs of unduplicated pupils and the eight state priorities include professional development for teachers, intervention teachers, common core materials, coaches, intervention teachers, single grade level classrooms, collaboration for common core planning, recruitment and retention of highly qualified teachers, digital literacy, additional attendance time for attendance clerks, sports program, transportation, targeted facility projects, counseling and positive behavior support, safety and security equipment, parental participation opportunities, and an alternative learning environment.</p>	

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