

Introduction:

LEA: Merced River School District Dr. Helio Brasil, Superintendent – hbrasil@mercedriver.k12.ca.us – 209-358-567

LCAP Year: 2015-16

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?

Updated: June 16, 2015

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>The process used for developing our initial Local Control Accountability Plan as well as our annual update has been one of inclusion, dedication, and a focus on how to best serve the needs of our students.</p> <p>The involvement process for our update began in early Fall of 2014 and has been a continuous collaborative process throughout.</p> <p>The first steps were to provide information on the LCFF and LCAP requirements to our school board, classified and certificated staff, parents, families, and community stakeholders.</p> <p>In our rural school district this process began with staff orientations, back to school nights, board meetings, Site Council meetings, and ELAC/DELAC Committee meetings. This was then followed up with parent conferences this past fall where our staff further detailed the new update requirements and process including information on the new assessment system. Weekly bulletins posted and continue to post the latest updates on the update plan, LCFF Formula, and the Smarter Balanced Assessment System.</p> <p>Additional support and input was gathered via community clubs and organizations including our Parent Teacher Club, local 4-H Club, and our own student council. The attempts to seek the support and involvement of community organizations are an ongoing process, but are limited at times by our rural setting.</p> <p>As a small school district we continued to administer and update surveys to community, parents and students to identify any shifts in priorities. Any changes were incorporated and included for consideration in the plan update.</p>	<p>In prior years our district, schools, staff, parents and students were engaged in the planning and updating of our Site Plans, but the level of involvement was a bare minimum. This new process of engaging all local stakeholders has allowed for a valid, meaningful, and transparent plan for best serving the needs of all our local students.</p> <p>This process of plan development and updating allowed we as a community to truly investigate what is working for our students and what needs some fine-tuning. The level of engagement was in all aspects of the operation of our small rural school district. As the experts and community worked together we were able to identify the strengths, the weaknesses and we were able to together come up with a plan for action during the initial plan adoption year and then in our update during this past year. All students and every program was once again reviewed and looked into and questioned for validity and purpose as we updated our plan.</p> <p>The efforts this community have undertaken this past year as we updated the local control plan and evaluate our programs and practices from fiscal services, curriculum, maintenance and operations, transportation, staffing, instructional program, and administration were not only thorough, but were a collaborative process which continues to evolve. Once again this year as we worked on the update of the plan we focused on seeking how to best serve the needs of each and</p>

The establishment of an official LCAP Committee began in January of 2014 and community forum nights were held with translation available for our Spanish Speaking Community steadily through May 2015. The committee is made up of board members, classified and certificated staff, parents, community members and our County Office of Education Fiscal Services. This committee has met and continues to meet every two weeks approximately to work on the updating and writing of this plan.

Materials and communications have consistently gone home to parents via notices, bulletins, flyers, booklets, voice dialer, emails, web page postings and District Facebook page postings.

Surveys were update and administered to all stakeholders. Students, Parents, Staff, Community Members, and School Board members were all asked to participate in the updates to the survey process. The results of each survey were tabulated and then used to assure the goals were still relevant. Parent surveys in both English and Spanish were used and were available in both print and on our webpage.

The committee has reviewed student's academic data; CELDT scores, CST scores, District Wide Assessments scores, Dibels assessment scores, classroom grades, Success-Maker results and scores for plan update and development. The committee has also looked at student demographic data, attendance rates, per pupil spending.

The committee will continue to meet quarterly throughout the year after official adoption and or approval of the annual plan update. The plan update will continue to be a blue print for serving our students and will be a flexible document meant to guide and direct the educational program for all Merced River Students.

every one of our students.

Our mission is no longer to produce a plan or update and have it sit idle on a shelf or to mail it off to an office for official review. Our mission rather is now to use this plan as our nourishment for daily interaction and delivery of services to our students. It is now breathing and living updated document, which is pliable and meaningful for daily direction of all functions associated with the daily operation of our district.

Our committees like School Site Council, ELAC, DELAC, Parents Club and learning community are now working far more collaboratively than in years prior. Each of these stakeholder groups now feel connected, listened to, valued and appreciated for their contributions to our students and district.

This plan and update were developed collaboratively with input from all community, staff, parents, and students as well as the Merced County Office of Education.

It will from this point forward serve as a blue print for student academic success and support.

All stakeholders had numerous opportunities to voice and share their concerns and desires during this plan update and the update was developed with the goal of how to best serve students, especially those who are struggling academically like our English Language Learners and our economically disadvantaged.

The plan and the update assure that expenditures are tied directly to areas of need to assure student success.

This has become a living and breathing document geared to drive student success. It further serves as support for all

	<p>students and as extra support for those sub groups most in need of intervention like our English Language Learners and our Economically Disadvantaged student population.</p> <p>This plan update provides for a clear direction and attainable vision for staff and students to experience academic growth and success. The plan update allows all stakeholders, especially parents and community members to evaluate current practices and voice their ideas and suggestions for the future. The process established a process where a voice was clearly given to parents, students, staff and community members.</p> <p>The annual revision and review of the plan has assure that the district is operating with the best interest and current needs of its' students. Yearly data, academic results, finances, staffing, facilities, and program evaluation now assure that all students remain the focus of the plan and update and focuses on their academic success.</p>
<p>Annual Update:</p> <p>The process used for developing our Local Control Accountability Plan has been one of inclusion, dedication, and a focus on how to best serve the needs of our students.</p> <p>The involvement process began in early Fall of 2013 and has been a continuous collaborative process throughout.</p> <p>The first steps were to provide information on the LCFF and LCAP requirements to our school board, classified and certificated staff, parents, families, and community stakeholders.</p> <p>As a small rural school district this process began with staff orientations, back to school nights, board meetings, Site Council meetings, and ELAC/DELAC Committee meetings. This was then followed up with parent conferences this past fall where our staff further detailed the new requirements including the new assessment system. Weekly bulletins posted and continue to post the latest updates on the draft plan, LCFF Funding Formula, and the Smarter Balanced Assessment System.</p> <p>Additional support and input was gathered via community clubs and organizations</p>	<p>Annual Update:</p> <p>In prior years our district, schools, staff, parents and students were engaged in the planning and updating of our Site Plans, but the level of involvement was a bare minimum. This new process of engaging all local stakeholders has allowed for a valid, meaningful, and transparent plan for best serving the needs of our local students. This process allowed we as a community to truly investigate what is working for our students and what needs some fine-tuning. The level of engagement was in all aspects of the operation of our small rural school district. As the experts and community worked together we were able to identify the strengths, the weaknesses and we were able to together come up with a plan for action. All students and every program was looked into and questioned for validity and purpose.</p> <p>The efforts this community have undertaken this past year as we write the local control plan and evaluate our programs</p>

including our Parent Teacher Club, local 4-H Club, and our own student council. The attempts to seek the support and involvement of community organizations are an ongoing process, but are limited by the rural setting.

Surveys to community, parents and students to identify priorities were developed and administered for consideration and for plan development.

The establishment of an official LCAP Committee began in January and community forum nights were held with translation available for our Spanish Speaking Community. The committee is made up of board members, classified and certificated staff, parents, community members and our County Office of Education Fiscal Services. This committee has met and continues to meet every two weeks approximately to work on the development and writing of this plan.

Materials and communications have consistently gone home to parents via notices, bulletin, flyers, booklets, voice dialer, emails, web page postings and District Facebook Page postings.

Surveys were created and administered to all stakeholders. Students, Parents, Staff, Community Members, and School Board members were all asked to participate in the survey process. The results of each survey were tabulated and then used to assure the goals were developed with their results in mind. Parent surveys in both English and Spanish were used and were available in both print and on our webpage.

The committee has reviewed student's academic data; CELDT scores, CST scores, District Wide Assessments scores, Dibels assessment scores, classroom grades, Success-Maker results and scores for plan development. The committee has also looked at student demographic data, attendance rates, per pupil spending.

The committee has also reviewed the parent, staff and student surveys for ideas and suggestions.

The committee will continue to meet quarterly throughout the year after official adoption and or approval. The plan will be a blue print for serving our students and will be a flexible document meant to guide and direct the educational program for all Merced River Students.

Surveys were created and administered to all stakeholders. Students, Parents, Staff,

and practices from fiscal services, curriculum, maintenance and operations, transportation, staffing, instructional program, and administration were not only thorough, but were a collaborative process which continues to evolve and seek how to best serve the needs of each and everyone of our students.

Our mission is no longer to produce a plan and have it sit idle on a shelf or to mail it off to an office for official review. Our mission rather became and is now to use this plan as our nourishment for daily interaction with students. It is now a breathing and living document which is pliable and meaningful for daily direction of all functions associated with the daily operation of our district.

Our committees like School Site Council, ELAC, DELAC, Parents Club and learning community are now working far more collaboratively than in years prior. Each of these stakeholder groups now feel connected, listened to, valued and appreciated for their contributions to our students and district.

Developed Collaboratively with input from all community, staff, parents, and students as well as the Merced County Office of Education.

Serves as a blue print for student academic success and support.

All stakeholders had numerous opportunities to voice and share their concerns and desires.

Developed with the goal of how to best serve students, especially those who are struggling academically like our English Language Learners and our economically disadvantaged.

The plan assures that expenditures are tied directly to areas

<p>Community Members, and School Board members were all asked to participate in the survey process. The results of each survey were tabulated and then used to assure the goals were developed with their results in mind.</p>	<p>of need to assure student success.</p> <p>This has become a living and breathing document geared to drive student success.</p> <p>Serves as support for all students and as extra support for those sub groups most in need of intervention like our English Language Learners and our Economically Disadvantaged student population.</p> <p>Provides for a clear direction and attainable vision for staff and students to experience academic growth and success.</p> <p>This has allowed all stakeholders, especially parents and community members to evaluate current practices and voice their ideas and suggestions for the future.</p> <p>A voice was clearly given to parents, students, staff and community members.</p> <p>The annual revision and review of the plan will assure that the district is operating with the best interest and current needs of its' students. Yearly data, academic results, finances, staffing, facilities, and program evaluation will assure that all students remain the focus of the plan and their academic success is the focus of all stakeholders.</p>
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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.

Updated: June 16, 2015

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).

Updated: June 16, 2015

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).

Actions/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.

GOAL 1:	Assure that all students will be provided with access to Common Core curriculum and materials in all grades TK-8.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Full Implementation of the Common Core Curriculum and Assessment in TK-8 th Grades		
Goal Applies to:	Schools:	Washington and Hopeton Schools	
	Applicable Pupil Subgroups:	All students will serve as the target groups with our two specific subgroups: English Language Learners and Special Education Students as our most critical of subgroups populations.	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Based on the established baseline all students will increase their individual scores in both math and language by 5% <ul style="list-style-type: none"> • All Staff will be fully credentialed and 100% of students will be taught by qualified instructors. • All teachers will be trained on the ELA/ELD standards. Allowing all students access to ELA including English Language Learners, resource students and Foster Youth. • All Students will have access to core academic courses taught by highly qualified instructors and based on Common Core Standards. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will engage in common core standards based on curriculum and assessment data will establish a benchmark for future academic growth gains.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 LCFF BASE \$1,500 Title I
Students will have access to highly qualified staff and to common core standards	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,500 LCFF BASE REAP Title I
Students will be taught with state and local board approved common core materials.	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	\$20,000 LCFF BASE

		__ Other Subgroups:(Specify)_____	
Designated ELD instructional time on a daily basis.	LEA-Wide	__ ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$55,000 LCFF S/C
Psychological services for students at risk including special needs and Foster Youth.	LEA-Wide	__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils __ English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: At Risk Students	\$10,000 LCFF S/C \$5,000 Title I

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Increase AMAO Level 1, 2 , and 3 for EL Students.
Maintain Highly Qualified Teacher.
All Students will continue to have access to core academic courses taught by highly qualified instructors and based on Common Core Standards.
100% of Teachers will be observed implementing integrated ELD.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide rigorous training that are aligned with Common Core Standards and core beliefs for all staff, including ELD Standards	LEA-Wide	__ ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$1,000 Title I \$4,500 LCFF S/C
Provide administrative support for new and existing teachers. BTSA program support for new teachers. ELD special needs training as needed.	LEA-Wide	__ ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$3,500 EPA \$1,000

			Title I
Continued Staff development for supporting English Language Learners TK-8.	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: (Specify) _____	\$3,000 Title I

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	100% of Tk-8 Students will have access to Common Core in the areas of Language Arts and Math. Continue to Increase AMAO Level 1, 2 , and 3 for EL Students. Maintain Highly Qualified Teacher. All Students will continue to have access to core academic courses taught by highly qualified instructors and based on Common Core Standards. 100% of Teachers will be observed implementing integrated ELD.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase Adopted Materials in ELA and Math	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$20,000 LCFF BASE
Train staff on usage of new materials. Preview science and social studies materials for future adoption.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$10,000 LCFF BASE
Establish list of support materials for Core ELA and Math	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$5,000 Title I

GOAL 2:	Raise Reading and Math scores for all students including English Language Learners.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X
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COE only: 9__ 10__
Local : Specify _____

Identified Need :	Increase student success in ELA, math, science and literacy		
Goal Applies to:	Schools:	Washington and Hopeton Schools	
	Applicable Pupil Subgroups:	All students in K-8 th grade as well as our English Language Learners and Economically Disadvantaged subgroups.	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Ensure all students and significant subgroups reach proficiency levels on SBAC test in ELA and Math • All English Language Learner students will increase their oral language scores as measured on the CELDT and State Assessments by 10%. • Increase in reclassification/designation will be based on Smarter Balance and CEDLT scores. • 100% of students including EL students will graduate 8th grade.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish a baseline that will allow for future targets to be set and goals for future growth will also be determined.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,500 LCFF BASE
Students identified as being in need of intervention will be assigned an intervention with qualified staff and program based on the baseline scores of Math and Language Arts.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 SP ED-Grant
More intervention support for Math and English by offering tutorials and summer school.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,000 LCFF S/C

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Ensure all students and significant subgroups reach proficiency levels on SBAC test in ELA and Math • All English Language Learner students will increase their oral language scores as measured on the CELDT and State Assessments by 10%. • Increase in reclassification/designation will be based on Smarter Balance and CEDLT scores. • 100% of students including EL students will graduate 8th grade.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Listen to students and be on the lookout for struggling 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:(Specify)_____	\$3,500 LCFF S/C
Provide Summer School and/or Afterschool tutorials to support struggling 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:(Specify)_____	\$20,000 LCFF S/C \$5,000 REAP
Provide extra support, Instructional aides to assist with combo classes.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,000 LCFF S/C

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	The number of students needing any intervention for grade level achievement will decrease by 10% based on assessment data.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Determine if summer school and or tutorials are working and continue to offer if successful.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$5,000 Title I \$25,000 LCFF BASE
Support/maintain Instructional aides as needed to support combo classes.	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	\$25,000 LCFF S/C

		__ Other Subgroups: (Specify) _____	
Review all interventions being used to determine next steps.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$3,500 Title I

GOAL 3:	Prepare Students to be High School, College, Trade School or Career ready. Partner with families to insure all student are ready for their High School Transition.	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Improve student readiness for their future goals.
Goal Applies to:	Schools: Washington and Hopeton Schools Applicable Pupil Subgroups: All Students in K-8 th as well as our English Language Learners and Economically Disadvantaged subgroups.

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	85% of Students will complete a career plan during their 6-8 th grade years. Ensure 100% of Students graduate 8 th grade. Keep expulsion rate at 0% All parents will be invited to participate in their child's education via multiple avenues. 75% of Parents participate in School Activities. All Students will attend on a daily basis. ADA kept at or above 95%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Communicate to parents; ensure their voices are valued by listening to input.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$5,000 LCFF BASE
Individual student career plans will be developed in each class.	Grades 6 th -8th	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$5,000 REAP

Students will see the benefit of the academic curriculum as required for each career he or she makes as a career choice.	Grades 6 th -8 th	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10 ,000 LCFF BASE
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	85% of 8 th Grade students will visit a college campus and or a career business partner each year. Increase in Parent Participation by 5% based on volunteer logs. 100% of students will graduate 8 th grade. School Safety survey will reflect an increase in pupil and parent satisfaction regarding school safety. Maintain ADA of 95% or above.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create articulation agreements with local community colleges as well as high schools.	8 th Grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000 REAP
Invite Parents on field trips to involve them in exploring the career paths.	8 th Grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000 LCFF BASE
Take students on field trips to universities and local businesses to see what lies ahead.	8 th Grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,000 LCFF BASE \$1,000 Title I
LCAP Year 3: 2017-18			

<p>Expected Annual Measurable Outcomes:</p>	<p>90% of 8th Grade students will visit a college campus and or a career business partner each year. Increase in Parent Participation by 5% based on volunteer logs. 100% of students will graduate 8th grade. School Safety survey will reflect an increase in pupil and parent satisfaction regarding school safety. Maintain ADA of 95% or above.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Invest in technology and infrastructure.</p>	<p>LEA-Wide</p>	<p><u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____</p>	<p>\$10,000 LCFF BASE</p>
<p>Offer professional development directly tied to integration of technology.</p>	<p>LEA-Wide</p>	<p><u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____</p>	<p>\$5,000 LCFF BASE</p>
<p>Purchase additional Chrome books as needed to ensure each student is provided with one.</p>	<p>LEA-Wide</p>	<p><u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____</p>	<p>\$5,000 REAP</p>

Annual Update

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

Original GOAL 1 from prior year LCAP:	Provide opportunities for students to develop educational and social relationships.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3_ <input checked="" type="checkbox"/> 4__ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: School Wide Hopeton Elementary Washington Elementary		
	Applicable Pupil Subgroups: All students will serve as the target groups with our two specific subgroups: English Language Learners and Special Education Students as our most critical of subgroups populations		
Expected Annual Measurable Outcomes:	Assure all students are afforded the best possible education within our small rural setting.	Actual Annual Measurable Outcomes: All Students taught by fully credentialed teachers. All Students engaged in the Common Core Standards. All pilot materials in ELA/ELD & Math are and will be Common Core based, as we continue to pilot. Classrooms are conducive to learning, clean & well maintained. Reached an ADA of 95% Maintained an expulsion rate of 0% 50% growth in Parent Volunteerism.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Pilot Math Provide teachers and students an opportunity to	\$6,000	Purchased supplemental materials for TK through 8 th grades. Will continue to pilot other programs since we	\$5,300 CCSS

determine the best program with the new common Core Math Standards.		LCFF	were not pleased with materials we piloted.	\$1,400 LCFF BASE
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
x_ALL			X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire a coach for pull out of EL and Foster Youth students. Coach will meet with ELD and Foster Youth students on briefly language acquisition and communication.		\$80,000 LCFF	Hired one ELD teacher to conduct pull out intervention for TK-8 using ELD curriculum. 100% of teachers trained in new ELD standards. Hired two instructional Aides to assist with small group instruction for EL, Special Ed	\$110,000 LCFF S/C \$800 REAP \$2,700 CCSS
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
_ALL			_ALL	
OR: __Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Literacy Workshop administered and offered via our County Office and other professionals or consultants. Establishing a Trainer of Trainers for continued sustainability.		\$6,500 Title II	All teachers trained on literacy and common core standards. Staff development focused on ELD & Common Core Standards Intervention.	\$600 Title II \$4,500 LCFF BASE

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
X ALL			X ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Additional days for a counselor and psychologist and speech therapist to support Foster Youth, English Language Learners and Special Education students.	\$18,385 Title I \$22,000 Special Ed \$6,000 Title III \$6,000 LCFF		Contracted services with MCOE for additional psychologist and speech therapist up to 10 additional days. This is beyond what is provided by SELPA.	\$9,000 LCFF S/C \$4,000 Special Ed \$1,000 Title III	
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
__ ALL			X ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:Special Education Students.			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Hire Art/Music teacher once a week.	\$6,000 LCFF		We have not been able to implement this during the 2014-15 school year. It will continue to be a goal for 2015-16.	\$0	
Scope of service:	LEA-Wide		Scope of service:	N/A	
X ALL			X 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			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		

__ Other Subgroups:(Specify)_____			__ Other Subgroups:(Specify)_____		
Fully implement Sparks program-baseline physical fitness test.		\$1,000 LCFF	Purchased all Equipment and Curriculum. Will look into staff training for 2015-16		\$600 Title I
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
X ALL			__ ALL		
OR: __ Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: X Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Purchase 30 Chrome books for typing and SuccessMaker.		\$6,000 Micro Soft Voucher	Purchased 30 new Chrome books.		\$1,100 LCFF BASE
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
X ALL			__ ALL		
OR: __ Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: X Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>We have been unable to implement the hiring of an Art/Music instructor based on cost and expert staff. SPARKS physical Education Program was not fully implanted thus becoming one of our task for 2015-16 year. This will include staff training on implementation and assessments.</p> <p>With Stakeholder groups we have refined our goals to specifically focus on Common Core Implementation and teacher training.</p>			
Original GOAL 2 from prior year	Provide in-depth professional development for teachers to expand their knowledge and delivery of Common Core State Standards and technology.		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__		

LCAP:		Local : Specify _____	
Goal Applies to:		Schools: School Wide Hopeton Elementary Washington Elementary	
		Applicable Pupil Subgroups: All students in Tk-8 th grade as well as our English Language Learners and Economically Disadvantaged subgroups.	
Expected Annual Measurable Outcomes:	Increase studentt success in ELA, math, science and literacy.	Actual Annual Measurable Outcomes:	CELDT oral, written, and reading scores improved by over 15% from the prior year. DIBELS assessment scores showed a growth of 10% in English understanding and comprehension in K-6 grades.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Add a 30 minutes reading block of leveled reading including ELD	\$6,000 LCFF	ELD pullout program and reading group established in master schedule using ELD & Special Ed (teachers)	\$24,000 LCFF S/C
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:(Specify)_____		<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:(Specify)_____	
Establish a summer school program	\$12,000 LCFF	We are set to have summer school for a 3 week block June – July 2015. TK-8	\$11,000 LCFF S/C \$9,000 CCSS

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input 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:(Specify) <u>Special Ed.</u>		
Establish after school tutorial for two days per week – one day for ELA and one day for math		\$4,500 LCFF	We will be working on implementing this for the 2015-2016 school year.		\$0
Scope of service:	LEA-Wide		Scope of service:	N/A	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input 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:(Specify) <u>Special Ed</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Establish leveled reading groups in grades K-8 in addition to ELD groups. SWEET ACEDEMY Summer School will be used as our summer program. Establish tutorials 2 days per week to assist ELD, Foster Youth, and Special Needs Students in reaching grade level academic work.				
Original GOAL 3 from prior year LCAP:	Develop a school culture that welcomes parents and community members to participate in our student’s education.			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Hopeton Elementary Washington Elementary			
	Applicable Pupil Subgroups:	All students in K-8th grade as well as our English Language Learners and Economically Disadvantaged subgroups. Students in the 4th through the 8th grade may also visit Area High Schools			
Expected Annual Measurable Outcomes:	Prepare students to be high school, college and career ready. Engage parents and families to support student success in school.		Actual Annual Measurable Outcomes:	➤ 37 Students from the 7 th and 8 th grade classes researched a career ➤ Students visited workplaces ie: PG & E and UC Merced	

			<ul style="list-style-type: none"> ➤ 6th through 8th grade female students attended Females in Science Career Day in January ➤ 10 8th grade students attended the Youth to Youth Conference in March ➤ UC Merced & High School Presentations were done for all 22 8th grade students between March and May of 2015 ➤
LCAP Year:2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Contact universities, community colleges and businesses to establish connections and partnerships	\$0.00	<p>Students explored careers and colleges. Sweet Academy will take place in June as a summer school course. The academy is available to all 4th through 8th grade students.</p> <p>Fields of Engineering Day Trip to PG&E took place on April 28th. All 7th and 8th Grade students attended.</p>	<p>\$5,000 CCSS</p> <p>\$100 LCFF BASE</p>
Scope of service:	8 th Grade	Scope of service:	Washington School
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input 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:(Specify)___ Special Ed _____	
Establish parent classes and topics for both English only and English Language Learner parents	\$3,000 LCFF	Offered Parent classes but limited attendance. Will continue next year.	<p>\$5,000 LCFF BASE</p>
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 type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Bring in more Spanish speaking parents to volunteer and to share their skills and or expertise on culture and other living aspects. This will be seen at Open House, parent conferences and Back to School Night		\$1,500 LCFF	Parent volunteerism is a constant. We experienced a growth in numbers of parents' volunteering in classes and PTC events. Approximately 50% of our parents volunteered in some fashion throughout the year(class helpers, fundraisers, field trip chaperons and activities supervision This will continue to be a goal next year.		\$500 LCFF S/C
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:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Students will develop a career plan in grades 4-8 directly tied to their future educational needs. Students will explore Future Industry job markets for a changing work environment. We will continue to seek opportunities to offer parenting classes for English Only and English Language Learners.			

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

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

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

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

Updated: June 16, 2015

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>\$232,743</u>
<p>Merced River School District firmly adheres to a vibrant and in depth instructional program for all students, including at risk, English Language Learners, Foster Youth, and Special Needs students. Our district unduplicated count is 82.83% of our total enrollment. We have chosen to focus our concentration and supplemental funds on a district wide basis. This was approved and determined by our stakeholders and supported by our LCAP Committee and Local School Board because the following activities (actions and services) are the most effective in, meeting the district's goals for all as well as targeted students and will address the needs of all our Merced River Students</p> <ul style="list-style-type: none">• Summer School• Staff Development in Common Core and ELD• ELD Designated Instructional Time• Common Core Materials Adoption• Psychological Services• Speech and Language Services• BTSA Support for New Teachers• Intervention Materials Math and ELA• Instructional Aides to assist ELD Students in Combo Classes• Summer School Transportation	

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).

Updated: June 16, 2015

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.

21.05	%
<p>Merced River School District has an increase in proportionality for English Language Learners, Low income and Foster Youth students in the amount of 21.05% for this LCAP year. We fully recognize the need to improve and increase services to our students identified as being at most risk. We have chosen the following actions and services as those going above and beyond the proportionality requirements for our district:</p> <ul style="list-style-type: none">• ELD Pull Out Program Teacher•• Extra days for Psych Services and Speech Services• Summer School	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:

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

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