

Introduction:

LEA: Merced River School District Richard Lopez, Superintendent – Rlopez@mrdsd.us – 209-358-5679 LCAP Year: 2016-17

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 DAC Committee, 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 DAC Committee (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 DAC Committee; 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 DAC Committee 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 DAC Committee 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 DAC Committee supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
October 12 th 2015 LCAP Discussion- Review Student Progress at Board Meeting	
October 20 th 2015 LCAP Meeting was held at Washington School. Members from all groups from both sites (Parents, Certificated, Classified, Management, Students, and MRTA Representatives) were invited. Student Progress and Actions were discussed.	<i>Attendees were happy to receive updates on the current LCAP progress.</i>
November 3 rd , 2015 LCAP Meeting with DAC Committee	<i>Members asked about expenditures and future expenditures.</i>
November 9 th , 2015 LCAP Discussion- Review Student Progress at Board Meeting	
November 10 th , 2015 LCAP Meeting with DAC committee.	<i>Members asked about plans for next year’s after school Program.</i>
December 14 th , 2015 LCAP Discussion- re: next year’s LCAP at Board Meeting	
December 15 th , 2015 LCAP Meeting with DAC Committee	<i>Discussed Technology Goals and actions taken. Members were very happy.</i>
January 11 th LCAP Discussion- re: next years LCAP at Board Meeting	
January 12 th LCAP Meeting with DAC Committee	

February 8th LCAP Discussion- re: next years LCAP at Board Meeting	
February 9th LCAP Meeting with DAC Committee	<i>Discussed ideas for career day.</i>
February 24th LCAP Meeting with Certificated, Classified, Management, and MRTA Representatives. Student Progress and Actions were discussed.	
March 14th LCAP Discussion- re: next years LCAP at Board Meeting	<i>Discussed ipad leases</i>
March 16th LCAP Meeting with Certificated, Classified, Management, and MRTA Representatives from both sites. Student Progress and Actions were discussed.	
March 23rd LCAP Meeting with MCOE Instructional and Fiscal services. Student Progress and Actions were discussed.	
May 9th LCAP Discussion- re: next years LCAP at Board Meeting	
April 11 th LCAP Discussion-re: next years LCAP at Board Meeting	
Annual Update:	Annual Update:
October 12 th 2015 LCAP Discussion- Review Student Progress at Board Meeting	
October 20 th 2015 LCAP Meeting was held at Washington School. Members from all groups from both sites (Parents, Certificated, Classified, Management, Students, and MRTA Representatives) were invited. Student Progress and Actions were discussed.	
November 3 rd , 2015 LCAP Meeting with DAC Committee	Members suggested that we consider adding actions related to the library.
November 9 th , 2015 LCAP Discussion- Review Student Progress at Board Meeting	
November 10 th , 2015 LCAP Meeting with DAC Committee	Members asked who would be running the after school program
December 14 th , 2015 LCAP Discussion- review student progress at Board Meeting	
December 15 th , 2015 LCAP Meeting with DAC Committee	

January 11 th LCAP Discussion- re: next years LCAP at Board Meeting	
January 12 th LCAP Meeting with DAC Committee	
February 8 th LCAP Discussion- re: next years LCAP at Board Meeting	
February 9 th LCAP Meeting with DAC Committee	<i>Discussed ideas for career day.</i>
February 24 th LCAP Meeting with Certificated, Classified, Management, and MRTA Representatives from both sites. Student Progress and Actions were discussed.	
March 14 th LCAP Discussion- re: next years LCAP at Board Meeting	<i>Discussed iPad leases</i>
March 16 th LCAP Meeting with Certificated, Classified, Management, and MRTA Representatives from both sites. Student Progress and Actions were discussed.	
March 23 rd LCAP Meeting with MCOE Instructional and Fiscal services. Student Progress and Actions were discussed.	
April 11 th LCAP Discussion- re: next years LCAP at Board Meeting	
May 9 th LCAP Discussion- re: next years LCAP at Board Meeting	

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 goals 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 school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or 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 school sites 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 school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL1:	Assure that all students will be provided with access to State Standard curriculum and materials.	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 _____
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Identified Need : Full Implementation of the State Standard and Assessments in TK-8th Grades

Schools: Washington/Hopeton

Goal Applies to: **Applicable Pupil Subgroups:** All Students will serve as the target group, with our two subgroups: English Language Learners and Special Education Students as our most critical of the subgroups population.

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain Highly Qualified Teachers. • All Students will continue to have access to core academic courses taught by highly qualified instructors and based on State Standards. • All students will have access to a broad course of study as measured by the master schedule • 100% of Teachers will be observed implementing integrated ELD. • Maintain a safe and well maintained campus.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide rigorous training that are aligned with State Standards and core beliefs for all staff, including ELD Standards. Continued Staff development for supporting English Language Learners TK-8.	LEA-Wide	__ALL ----- OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$4,500 LCFF S/C \$4,000 Title I
Provide administrative support for new and existing teachers. BTSA program support for new teachers. Professional development to support our English Learners, students with special needs and those needing interventions will be provided.	LEA-Wide	__ALL ----- OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$5,000 EEG \$1,000 Title I
Hire two part time teachers and utilize 50% of our Resource teacher's contracted hours to teach ELA/ELD and Math, which would also alleviate a combo class in the morning. Providing instruction to a single grade level for ELA, ELD and Math will better serve all students.	LEA-Wide	__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$100,000 LCFF S/C

**LCAP Year 2: 2017-18
Goal 1**

Expected Annual Measurable Outcomes:

- 100% of Tk-8 Students will have access to Common Core in the areas of Language Arts and Math.
- Maintain Highly Qualified Teachers.
- All Students will continue to have access to core academic courses taught by highly qualified instructors and based on State 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
Purchase Adopted Materials in ELA/ELD and Math.	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:(Specify)_____	\$20,000 LCFF S/C
Train staff on use of 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 S/C
Establish a list of supplemental materials to purchase to better support our Core ELA and Math programs.	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

**LCAP Year 3: 2018-19
Goal 1**

**Expected Annual
Measurable
Outcomes:**

- Maintain Highly Qualified Teachers.
- All Students will continue to have access to core academic courses taught by highly qualified instructors and based on State Standards.
- 100% of Teachers will continue to be observed implementing integrated ELD.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Purchase Adopted Materials in Science and Social Studies that are aligned to state standards such as the <i>Next Generation Science Standards</i>	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) _____	\$30,000	LCFF S/C
Professional Development on new curriculum.	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 Title II
Establish a list of supplemental materials and purchase them for Science and Social Studies.	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 S/C

GOAL 2:	Raise Reading and Math scores for all students including English Language Learners.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need : Increase student success in ELA, math, science and literacy.

Goal Applies to: **Schools:** Washington/Hopeton
Applicable Pupil Subgroups: All students in K-8th grades, focusing on our English Language Learners and Economically Disadvantaged subgroups.

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- 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 CELDT scores.
- 100% of students including EL students will graduate 8th grade.
- Increase AMAO (Annual Measurable Academic Objectives) Level 1, 2, and 3 for EL Students
- All Foster Youth will be provided with school based services.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify struggling EL students using STAR assessment data. Purchase licensing for STAR Reading and STAR Math. EL Students indentified as being in need of intervention will be assigned an intervention/support with qualified staff.	LEA-Wide	__ ALL	\$3,500 LCFF S/C
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$5,000 LCFF S/C
Provide Summer School and/or Afterschool tutorial to support struggling EL students.	LEA-Wide	__ ALL	\$20,000 LCFF S/C
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$5,000 REAP \$30,000 LCFF S/C
Provide small group support to struggling EL students and	LEA-Wide	__ ALL	

<p>provide instructional aides to assist with combo classes focusing on EL Students.</p>		<p>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:(Specify)_____</p>	<p>\$50,000 LCFF S/C</p>
<p>Our school recourse teacher will make daily contact with all foster youth students at a minimum of 15 minutes per day. Based on feedback, additional services may be provided to better support our foster youth.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>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:(Specify)_____</p>	<p>\$10,000 LCFF S/C</p>

**LCAP Year 2: 2017-18
Goal 2**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The number of students needing any intervention for grade level achievement will decrease by 10% based on assessment data. Continue to Increase and meet all AMAOs (annual measurable academic objectives) for EL Students. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Determine if summer school and tutorial are improving scores for students that were in need of intervention support.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$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 <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,000 LCFF S/C
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 LCFF S/C

**LCAP Year 3: 2018-19
Goal 2**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The number of students needing any intervention for grade level achievement will decrease by an additional 10% based on assessment data. Continue to Increase and meet all AMAOs (annual measurable academic objectives) for EL Students. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Determine if summer school and tutorials are improving scores for students that were in need of intervention support.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$5,000 LCFF S/C \$25,000 LCFF BASE
Support/maintain Instructional aides as needed to support combo classes. Provide Professional development for Instructional aides to benefits students needs.	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) _____	\$35,000 LCFF S/C \$5,000 LCFF S/C
Review all interventions and strategies being used. Continue to improve intervention methods.	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

GOAL 3:	Prepare Students to be High School, College, Trade School or Career ready. Partner with families to insure all students 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 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need : Improve student readiness for their future goals.

Goal Applies to: **Schools:** Washington/Hopeton
Applicable Pupil Subgroups: All Students in K-8th as well as our English Language Learners and Economically Disadvantaged subgroups

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 85% 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. • There will be a 5% increase of parents who will be included in the decision-making process on all LCAP related actions. • 100% of students will graduate from 8th grade and progress to High School. • School Climate survey will reflect an increase in pupil, parent, and teacher satisfaction regarding school climate/safety. • Maintain ADA of 95% or above. • Keep chronic absenteeism at 0% • Maintain a 0% drop out rate. • Keep expulsion rate at 0% and reduce suspension rate by 2% from the 2015/2016 School Year.
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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. Take all students including EL students on field trips to local high schools, universities and local businesses to promote college and career readiness. Host Career Day.	8 th Grade	<input type="checkbox"/> ALL	\$1,000 REAP
		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:(Specify)_____	\$4,000 LCFF S/C \$1,000 REAP \$5,000 LCFF S/C
Invite Parents on field trips to involve them in exploring the career paths. Parents and Teachers will participate annually in California Healthy Kids Survey or other parent survey.	8 th Grade	<input checked="" type="checkbox"/> ALL	\$1,000 LCFF Base
		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)_____	

Implement Incentive plans to promote 100% attendance for all students.	LEA Wide	<input checked="" type="checkbox"/> ALL <hr/> 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 S/C \$1,000 LCFF Base
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LCAP Year 2: 2017-18

Goal 3

Expected Annual Measurable Outcomes:

- 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.
- There will be a 5% increase of parents who will be included in the decision-making process on all LCAP related actions.
- 100% of students will graduate from 8th grade and progress to High School.
- School Climate survey will reflect an increase in pupil, parent, and teacher satisfaction regarding school climate/safety.
- Maintain ADA of 95% or above.
- Keep chronic absenteeism at 0%
- Maintain a 0% drop out rate.
- Keep expulsion rate at 0% and reduce suspension rate by 2% from the 2016/2017 School Year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Invest in technology and infrastructure.	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 S/C
Promote professional development directly tied to integration of technology.	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 S/C
Purchase additional Chrome books/ technology tools as needed to ensure each student has access.	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 REAP

LCAP Year 3: 2018-19

Goal 3

Expected Annual Measurable Outcomes:

- 100% of 8th Grade students will visit a college campus and or a career business partner each year.
- Increase in Parent Participation by an additional 5% based on volunteer logs.
- 100% of students will graduate 8th grade.
- School Safety/Climate survey will reflect an increase in pupil and parent satisfaction regarding school climate/safety.
- Maintain ADA of 96% or above.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue using "Reminder 101" or comparable program to keep parents informed and involved in school setting. Modify School website to be more user-friendly. Keep district social media apps up to date and consistent.	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 S/C
Involve parents in student career plans. Invite parents on all fields trips related to exploring colleges or future career paths.	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 S/C
Create and inform parents about parent portal on Student Information System.	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 S/C

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	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 _____
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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.
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Expected Annual Measurable Outcomes:	<p>Based on the established baseline all students will increase their individual scores in both math and language by 5%</p> <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 & Math 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. 	Actual Annual Measurable Outcomes:	<p>Based on the established baseline district-wide in STAR Reading, we had 18.5% of our students scoring from the 50th percentile and higher in October to 32.2% in April for an increase of 13.7%. Based on the established baseline district-wide in STAR Math, we had 48.7% of our students scoring from the 50th percentile and higher in October to 47.8% in April for a decrease of 0.9%. We will use the data from the Math assessment to spiral non-mastered concepts into our daily practices.</p> <p>Fully credentialed highly qualified teachers have taught all students. All students have been provided with state standards-based curricula. All teachers have participated in professional development related to the state standards and new programs.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services															
	Budgeted Expenditures		Estimated Actual Annual Expenditures														
	Amount Source		Amount Source														
Students will engage in common core standards based on curriculum and assessment data will establish a benchmark for future academic growth gains.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; width: 15%;">\$23,000</td> <td style="width: 15%;">LCFF BASE</td> </tr> <tr> <td style="text-align: right;">\$2,000</td> <td>Title I</td> </tr> </table>	\$23,000	LCFF BASE	\$2,000	Title I	<p>43 Chrome Books were purchased to be used with MRSD State Standard Curriculum</p> <p>Supplemental Reading materials to be used with MRSD Common Core Curriculum was purchased from Scholastic Magazine.</p> <p>Leased 30 New Ipads</p> <p>Purchased Supplies to support the State Standard Curriculum</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; width: 15%;">\$9,000</td> <td style="width: 15%;">LCFF S/C</td> </tr> <tr> <td style="text-align: right;">\$4,000</td> <td>Title I</td> </tr> <tr> <td style="text-align: right;">\$7,000</td> <td>REAP</td> </tr> <tr> <td style="text-align: right;">\$1,000</td> <td>Lottery</td> </tr> <tr> <td style="text-align: right;">\$500</td> <td>Title II</td> </tr> </table>	\$9,000	LCFF S/C	\$4,000	Title I	\$7,000	REAP	\$1,000	Lottery	\$500	Title II
\$23,000	LCFF BASE																
\$2,000	Title I																
\$9,000	LCFF S/C																
\$4,000	Title I																
\$7,000	REAP																
\$1,000	Lottery																
\$500	Title II																

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Students will have access to highly qualified staff and to common core standards	\$45,000	LCFF BASE REAP Title I	A Part time teacher was hired to eliminate the 2/3 Combo during ELA and Math instruction time. Our resource teacher is now teaching 5 th grade half days to eliminate the 5/6 combo during ELA and Math instruction time. Staff attended numerous Professional development class and workshops throughout the year. Substitute teachers were provided. BTSA was provided for the new Part time teacher Teachers additional supplies to implement new curriculum	\$30,000	LCFF S/C
				\$45,000	LCFF S/C
				\$2,000	Title I
				\$10,000	LCFF S/C
				\$5,000	1Time
				\$4,000	LCFF S/C
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Students will be taught with state and local board approved common core materials.	\$40,000	LCFF BASE	MRSD purchased the Amplified program as our ELA Curriculum. Ed Caliber program was purchased to use in conjunction with our Math curriculum.	\$17,000	Prop 20
				\$1,500	LCFF S/C
				\$9,000	LCFF S/C

		All Supplies needed to fully implement and teach ELA and Math were purchased for teachers depending on the lessons	\$11,000	LCFF S/C	
Scope of service:	LEA-Wide	Scope of service:	LEA-Wide		
<u>X</u> ALL		<u>X</u> 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)_____			
Designated ELD instructional time on a daily basis.	\$25,000	LCFF S/C	2 Instructional Aides were kept on staff to insure teachers had one and one time with ELD Students above the required time.	\$31,000	LCFF S/C
Scope of service:	LEA-Wide	Scope of service:	LEA-Wide		
__ ALL		__ ALL			
OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			
Psychological services for students at risk including special needs and Foster Youth.	\$10,000	LCFF S/C	Contracted 10 additional days of Psychological Services for as risk including special needs and Foster Youth and Homeless.	\$2,000	LCFF S/C
	\$5,000	Title I		\$4,000	Title I
Scope of service:	LEA-Wide	Scope of service:	LEA-Wide		
__ ALL		__ ALL			
OR: <u>X</u> Low Income pupils __ English Learners <u>X</u> Foster Youth __ Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>At Risk Students</u>		OR: <u>X</u> Low Income pupils __ English Learners <u>X</u> Foster Youth __ Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>At Risk Students</u>			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Psychological services did not cost as much as anticipated and we will look into contracting additional days if needed. However, we did expend more funds in the areas of staffing to ensure that all students were provided with the best education and support while implementing our new curriculum. These costs will carry over into future years. Additionally, based on the overall assessment data to date, we will need to analyze the math concepts that students are having most difficulty mastering				

and ensure that these are targeted throughout their math time. We will have one final assessment period in May and use those scores to compare the initial data.

Original GOAL 2 from prior year LCAP:	<ul style="list-style-type: none"> 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__ COE only: 9__ 10__ Local : Specify _____
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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.
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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 CELDT scores. 100% of students including EL students will graduate 8th grade. 	Actual Annual Measurable Outcomes:	<p>100% of 8th grade students, included ELLs, are anticipated to graduate in June.</p> <p>The district's overall CAASPP data indicated that only 28% of students scored at Standard Met or Standard Exceeded in English Language Arts. In Mathematics, 19% of our students scored at Standard Met or Standard Exceeded. We anticipate that our overall scores will show an increase on both assessments when we assess in May.</p> <p>Our district is part of a Title III consortia and based on the data from our previous CELDT scores, the consortia has met its AMAOs from 2014-15.</p> <p>Our district will continue to explore how to best use the Smarter Balance data for students that are being considered for possible Reclassification to RFEP status for the coming year.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Establish a baseline that will allow for future targets to be set and goals for future growth will also be determined.	\$8,000 LCFF BASE	Purchased STAR Reading and STAR Math.	\$3,500 LCFF S/C

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
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.	\$3,000 Spec Ed Grant \$12,000 LCFF S/C		Provided RTI to identified 1 st , 2 nd , and 3 rd graders.	\$3,000 Spec Ed Grant \$5,000 LCFF S/C	
Scope of service:	LEA-Wide		Scope of service:		
<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 checked="" type="checkbox"/> Other Subgroups:(Specify)Special Ed			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:(Specify)Special Ed		
More intervention support for all content areas by offering after school tutorials and summer school.	\$35,000 LCFF S/C		Provided after school tutorials. Adjusted Computer Instructor's hours and hired a PT After school assistant.	\$50,000 LCFF S/C	
Scope of service:	LEA-Wide		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Expenditures related to intervention were not as high as budgeted because we hired an additional teacher to not only offset combo classes, but was also able to provide our intensive and struggling students with needed interventions.</p> <p>After discussions with our stakeholders the district decided to have our computer instructor lead the after school program. This change in assignment resulted on additional costs to our funding than what was originally planned.</p>				

The district will continue to ensure that all students, especially our ELL and struggling readers, are provided with needed supports to help them reach grade level mastery for CELDT reclassification.

Original GOAL 3 from prior year LCAP:	Prepare Students to be High School, College, Trade School or Career ready. Partner with families to insure all students are ready for their High School Transition.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6_X 7__ 8_X COE only: 9__ 10__ Local : Specify _____
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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.
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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% and reduce suspension rate by 2% from the 2014/2015 School Year. 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% Keep chronic absenteeism at 0% 100% of students will complete the Healthy Kids Survey	Actual Annual Measurable Outcomes:	100% of Students are anticipated to graduate 8 th grade in June. Our district has been able to maintain an expulsion rate at 0% and we have been able to reduce the suspension rate from the previous school year. All parents were invited to participate in their child's education via multiple avenues (bulletins, memos, website, text message, all-call dialer) throughout the school year. School administration has kept in direct contact with over 75% of parents regarding school activities. Attendance continues to be a major focus for our district. We currently have 20 students that have missed at least 10 days or more of school, which equals to 13.7% of our student population. The previous year we had 26.6% of our student population miss 10 or more school days. Our current ADA is at 95.5% for the year. We will continue to focus our efforts to keep chronic absenteeism at 0%. 100% of our 5 th -8 th grade students will complete the Healthy Kids Survey by the end of this school year.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Communicate to parents; ensure that they are involved and aware of student progress.	\$5,000 LCFF BASE	Purchased Alert Solutions license and was able to send text messages and calls to all parents. With this service we are able to	\$300 LCFF S/C

Start using "Reminder 101" App. Continue to keep website update with all school activities. Create a School Climate Survey for parents.		keep parents up to date of student progress and school activities. Continued to keep website update with all school activities. Created a School Climate Survey for parents. Implemented Incentive programs for perfect attendance	\$500 LCFF S/C \$3,000 LCFF S/C
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)_____	
Individual student career plans will be developed in each class. Healthy Kids Survey will be completed by students.	\$5,000 REAP	Healthy Kids Survey will be completed by students in May of 2016.	\$500 LCFF S/C
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)_____	
Students will see the benefit of the academic curriculum as required for each career he or she makes as a career choice.	\$10,000 LCFF BASE	UC Merced Students and staff came and spoke with 8 th grade students and explained the benefit of the academic curriculum as required for each career he or she makes as a career choice. 6 th – 8 th grade girls attended a women's conference at UC Merced.	\$500 LCFF S/C
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)_____	
Change bus routes to provide transportation from one school site to our other school site to decrease tardies and keep	\$3,000 LCFF BASE	Bus routes were changed to provide transportation from one school site to our other school site. This change has decreased	\$3,000 LCFF S/C

chronic absenteeism at 0%.			tardies.		
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Create a student survey based off CHKS survey		\$1,000 LCFF BASE	An additional survey was not created in 2015/16		
Scope of service:	LEA-Wide		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Career Plans were not developed during the 15/16 school due to time constraints. The superintendent has been having conversations with the High School District regarding CTE and career pathways. We will continue to work on this and will keep career plan development in our LCAP for next year. The district staff and stakeholders feel this is a very important action to keep in our LCAP and we will work at getting this completed during school year 2016/17. The district will also focus its efforts to ensure that students and parents are aware on the importance of attending school daily; this will help in the reduction of our chronic absenteeism and help to increase our ADA for the coming year. We will work on strengthening our School Attendance Review Board processes in order to help us hold parents accountable to sending students to school regularly.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$273,107</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’s unduplicated pupil percentages (UPP) count is 81.38 % of our total enrollment. Our stakeholders strongly believe that actions such as summer school, after school program, additional ELD instructional time, the integration of EL strategies into all curricular areas, and supplemental intervention materials for Math and ELA will help improve the academic progress for unduplicated pupils. We have chosen to focus a majority of our concentration and supplemental funds on a district wide basis. This was determined and approved by our DAC committee, supported by our LCAP Committee and Local School Board. The following activities below are the most effective in meeting the district’s goals for all students. The school district will ensure students of need will have priority for all services listed below:</p> <ul style="list-style-type: none"> • State Standard aligned materials • Speech and Language Services • Instructional Aides to assist ELD/At-Risk students in Combo Classes • Summer School • After School Program • Staff Development to best meet the needs of students (academically, socially, emotionally) • Staff Development to best meet the needs of English Learners with a focus on most effective strategies 	

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.

26.53	%
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We have increased services for English Language Learners, Low income, Homeless and Foster Youth students by ensuring that 28.79% of our LCFF funds are maximized to support these targeted students. We fully recognize the need to improve and increase services to our students identified as being most at-risk. We have chosen the following actions and services as those going above and beyond the proportionality requirements for our district:

- Designated/ Integrated ELD (Goal 1, Action 1,2 &3) (Goal 2, Action 3)
- Summer School (Goal 2, Action 2)
- Assign a staff member to support any Homeless or Foster Youth students. At this point, the district has not had any students that have been identified as Foster Youth, but is anticipating enrolling Foster Youth for the upcoming school year. The district will help these students as they transition into our district by providing them the necessary school supplies/materials to help them succeed.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or

die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).