

Introduction:

LEA: Snelling-Merced Falls Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Alison Kahl, Superintendent, akahl@snellingschool.org, 209-563-6414 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>To encourage stakeholder engagement the district conducted several parent involvement meetings including: ELAC meetings, School Site Council meetings, School Board meetings, and Staff meetings. A Parent Night was held and the State Priorities were up for parent, student, and staff input.</p>	<p>Implementing a K-8th S.T.E.M. enriched summer school program was agreed to be valuable. In addition to summer school, a summer reading program will be held to encourage reading throughout the summer break for all students. Staff meetings, Parent Input and the School Board meetings showed support for continued education throughout the summer break leading the district to continue the summer school program and implement a summer reading program. Both of which will be addressed further in the LCAP.</p>

School information that is available to help determine LCAP goals is our School Accountability Report Card, CALPADS student information data, CELDT scores, and our current API score.

Our SSC and ELAC parents discussed priorities for students and academic achievement. Also, a Parent Night was conducted to explain the LCAP process and importance for all input. Students took notes on computers during the Q & A portion of the evening in English and Spanish. Parent Night was attended by parents, school board members, students, staff, and community members. All stakeholders were present for open discussion on school-wide priorities and goals.

Stakeholders contributed to the LCAP process by means of parent night, school sponsored meetings, staff meetings, and school board meetings.

Based off previous parent surveys, the value of serving two healthy meals each day, including breakfast and lunch, continue to be discussed. The outcome of the parent surveys led the district to reevaluate the nutrition curriculum. The Dairy Council nutritional program will be used in the classrooms and a school garden will be part of the nutritional curriculum. The school menu will be changed to include fresh fruit and fresh vegetables, as well as whole grains. The CELDT scores will support the determination of English Learners grouping throughout the school year, as well as the summer school classes.

The importance of art and music curriculum was discussed at the SSC meeting (Sept. 12, 22, Oct. 6, Nov. 7, Feb.2, May 7) and the staff meetings (Aug. 19, Sept. 9, Nov. 18, Feb. 24, May 12), technology based learning and continued staff development in common core was discussed at the ELAC (Jan. 8, Sept. 22-25, Jan. 26-29) and Board Meetings (Nov. 13, May 14). Parent input stressed the importance of continuing the after school ASSETS program (June 11). The positive student response to nutritional learning and student food survey contributed the change in menu items for breakfast and lunch (May 2014). The outcome of the stakeholders discussions had a direct impact on what the school goals will be and will be discussed further in the LCAP.

Annual Update:

Stakeholder input was a valuable resource for determining school goals. Meetings were held throughout the year:
ELAC- Jan. 8, Sept. 22-25, Jan. 26-29
SSC- Sept. 12, 22, Oct. 6, Nov. 7, Feb. 2, May 7
Board Meetings- Nov. 13, May 14
Parent Input- Aug. 27, Sept. 22-25, Jan. 26-29, May 26
Students- Survey dates K-8th May 2014
Staff- Aug.19, Sept. 9, NOv. 18, Feb. 24, May 12

Annual Update:

Based off Stakeholder input, the following is in place for the 2015-2016 school year: common core staff development will continue, teacher and student technology based learning, music and art curriculum will be showcased with Parent/Community nights, nutrition curriculum coupled with a school garden to support healthy eating habits. The school breakfast and lunch menu will offer fresh fruits and/or vegetables at each meal.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Provide continued, in depth professional development in Common Core State Standards.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Improve student achievement in ELA, math, science, and technology.

Goal Applies to: Schools: Snelling School
 Applicable Pupil Subgroups: All students in Tk-8th grade as well as identified English Learners and Disadvantaged subgroups.

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	1.1 100% of teachers will be HQT. 1.2 75% Certificated and Classified will being trained to implement Google Apps technology based learning in the classrooms. 1.3 100% students have CCSS Materials in ELA.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Certificated and Classified teacher support will attend training in Close Reading strategies to support common core access for all students.	Staff development	<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)	Staff development in CCSS (RS 4035) \$1000
All Certificated and Classified staff will be offered training in Google Apps in order to increase technology based learning in the classroom and support Common	Student development	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	1000-1999: Certificated Personnel Salaries Title II \$2000 (RS 0000)

Core curriculum .		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Common Core English Language Arts textbook adoption materials will be purchased by a Stakeholder committee.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	0000: Unrestricted 7000 (RS 0000)

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	1.1 100% of Certificated staff will be a HQT. 1.2 75% of Certificated and Classified support staff will receive staff development in newly adopted English Language Arts CC curriculum. 1.3 100% of teachers will be observed implementing CCSS ELA using adopted materials. 1.4 Increase the number of Certificated and Classified teacher support to 80% implementing Google Apps in the classroom for support in technology based learning measured by Principal observations.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will be trained in the English Language Arts adopted CC curriculum that will be measured by sign-in sheets.	Staff development	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Staff development, including support staff 1000-1999: Certificated Personnel Salaries Base \$5000 2000-2999: Classified Personnel Salaries Base \$2000 5800: Professional/Consulting Services And Operating Expenditures Base \$1000

		_ Other Subgroups: (Specify)	
Classified teacher support staff and Certificated staff will be offered Google App training for technology based classroom curriculum access for all students that will be measured by Principal observations.	Student technology development	<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)	Continue the number of students attending technology development training. 5800: Professional/Consulting Services And Operating Expenditures Base \$500
Teacher observation by Principal using adopted materials		<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)	There aren't any additional costs

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<p>1.1 100% of Certificated staff will be a HQT.</p> <p>1.2 75% of Certificated and Classified support staff will receive staff development in newly adopted English Language Arts CC curriculum.</p> <p>1.3 100% of teachers will be observed implementing CCSS ELA using adopted materials.</p> <p>1.4 Increase the number of Certificated and Classified teacher support to 90% implementing Google Apps in the classroom for support in technology based learning measured by Principal observations.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will be trained in the English Language Arts		<input checked="" type="checkbox"/> All	Staff development, including support staff 1000-1999:

<p>adopted CC curriculum that will be measured by sign-in sheets.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Personnel Salaries \$5000 2000-2999: Classified Personnel Salaries \$2000 5800: Professional/Consulting Services And Operating Expenditures \$1000</p>
<p>Classified teacher support staff and Certificated staff will be offered training for technology based training to enrich S.T.E.M. curriculum access for all students. To be measured by Principal observations.</p>	<p>Student technology development</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries \$2000.00 2000-2999: Classified Personnel Salaries \$500.00</p>
<p>Teacher observation by Principal using adopted materials</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Substitute costs \$200.00</p>

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

<p>GOAL 2:</p>	<p>Develop a positive school culture to enhance student engagement and encourage parent involvement. Improve playground facilities to increase school climate.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Provide opportunities for parents and families to support student success. Support student learning to become college and career ready. Satisfactory FIT report for school facilities. A new school bus for K-8 transportation.</p>	
<p>Goal Applies to:</p>	<p>Schools: Snelling School Applicable Pupil Subgroups: All students in grades K-8th.</p>	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<p>2.1 Increase parent attendance to events hosted by the district by 10% measured by sign-in sheets.</p> <p>2.2 Increase parent attendance to parent classes for English Learner parents by 10% measured by sign-in sheets.</p> <p>2.3 Increase attendance by 5% and decrease student truanancies by 5%.</p> <p>2.4 Ensure the facilities rate at 'Satisfactory' on the annual FIT report.</p> <p>2.5 75% of students will report they feel safe by annual survey.</p> <p>2.6 Student suspension rate to be less than 5%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Establish a Book fair week with Parent Night with sign-in sheet.</p> <p>Host a Winter Art Show for grades K-8th with sign-in sheet.</p> <p>Create a Spring Concert Show for grades K-8th with sign-in sheet.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>There will not be any additional costs to host Book Fair.</p> <p>Hire an art teacher from the Multi-Cultural Art Center. 1200.00 (RS 1100)</p> <p>Art supplies 500.00 (RS 1100)</p> <p>Hire a music teacher to orchestrate the Spring Concert. 1200.00 (RS 1100)</p> <p>Music supplies/rentals costs. 500.00 (RS 1100)</p>
<p>Implement parent classes to be offered to Targeted parent groups.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	<p>2000-2999: Classified Personnel Salaries Other 1500.00 (RS 3010)</p>

		(Specify)	
Award students for high attendance rates with quarterly awards ceremony.		<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)	Student incentive rewards. 7000-7439: Other Outgo Lottery \$800.00
Improving the playground equipment		<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)	Approximately \$2000 of Pupil Safety money will be utilized.
Provide S.T.E.M. learning experiences by taking selected students from 6th-8th attend Dinner With A Scientist.		<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)	Cost of field trip (RS 1100) 350.
Administer an annual student safety survey from local source		<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)	There isn't any added expense for this action.

<p>Administration staff will attend 'Conflict Resolution' training to decrease suspension rate.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff development 5800: Professional/Consulting Services And Operating Expenditures \$1000.00</p>
<p>Paint exterior open door safety lines</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>There won't be any additional cost with this action.</p>
<p>Purchase new bus to ensure safe commute to school and school activities.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase school bus. 0000: Unrestricted Supplemental and Concentration 96,000</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	2.1 Increase parent attendance to events hosted by the district by 12% measured by sign-in sheets.
	2.2 Increase parent attendance to Parent classes by 12% measured by sign-in sheets.
	2.3 Increase attendance by 5% and decrease student truancies by 5%.
	2.4 Ensure the facilities rate at 'Satisfactory' on the annual FIT report.
	2.5 80% of students will report they feel safe by annual survey.
	2.6 Student suspension rate to be less than 4%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish a Book fair week with Parent Night with sign-in sheet. Host a Winter Musical for grades K-8th with sign-in sheet. Create a Spring Art Show for grades K-8th with sign-in sheet.		<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)	There will not be any additional costs to host Book Fair. Hire an art teacher from the Multi-Cultural Art Center. 1200.00 (RS 1100) Art supplies 500.00 (RS 1100) Hire a music teacher to orchestrate the Spring Concert. 1200.00 (RS 1100) Music supplies/rentals costs. 500.00 (RS 1100)
Implement parent classes to be offered to targeted parent groups on parent selected topics.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1500.00

		_ Other Subgroups: (Specify)	
Award students for high attendance rates with quarterly awards ceremony.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Student incentive rewards. 7000-7439: Other Outgo Lottery \$800.00
Provide STEM learning experiences by taking selected students from 6th-8th attend Dinner With A Scientist.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of field trip (RS 1100) 350.00
Administer an annual student safety survey from local source to adjust LCAP.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	There will not be any additional cost.

LCAP Year 3: 2017-2018

- Expected Annual Measurable Outcomes:
- 2.1 Increase parent attendance to events hosted by the district by 14% measured by sign-in sheets.
 - 2.2 Increase parent attendance to parent classes for English Learner parents by 14% measured by sign-in sheets .
 - 2.3 Decrease student truanancies by 5%.
 - 2.4 Ensure the facilities rate at 'Satisfactory' on the annual FIT report.
 - 2.5 85% of students will report they feel safe by annual survey.
 - 2.6 Student suspension rate to be less than 3%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Host a Book fair week with Parent Night with sign-in sheet.</p> <p>Host a Winter Art Show for grades K-8th with sign-in sheet.</p> <p>Create a Spring Concert Show for grades K-8th with sign-in sheet.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>There will not be any additional costs to host Book Fair.</p> <p>Hire an art teacher from the Multi-Cultural Art Center. 1200.00 (RS 1100)</p> <p>Art supplies 500.00 (RS 1100)</p> <p>Hire a music teacher to orchestrate the Spring Concert. 1200.00 (RS 1100)</p> <p>Music/rental supplies 500.00 (RS 1100)</p>
<p>Implement parent classes to be offered to Targeted parent groups on parent selected topic.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parent evening classes. 2000-2999: Classified Personnel Salaries Title II \$1500.00</p>

<p>Award students for high attendance rates with quarterly awards ceremony.</p>		<p><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)</p>	
<p>Administer an annual student safety survey from local source to update LCAP.</p>		<p><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)</p>	<p>There will not be an additional cost for this action.</p>

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

GOAL 3:	Increase academic support for all disadvantaged and foster youth and EL students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Provide academic support for disadvantaged students, English Learners, and Foster Youth

Goal Applies to: Schools: Snelling School
 Applicable Pupil Subgroups: Low income students based on NSLP, students with Individualized Education Plan, Foster Youth, and identified EL students.

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	3.1 S.T.E.M. based summer school learning for grades 4th-8th with a 10% survey increase measured by a pre/post S.W.E.E.T. Summer School Academy Survey. 3.2 English Learner designated instruction time to increase AMAO outcomes by 5%. 3.3 75% will meet/exceed proficiency levels as measured by CAASPP. 3.4 75% of qualifying EL students will be redesignated. 3.5 100% of students will have access to core curricula as measured by Master Schedule. 3.6 100% of students will be promoted to high school.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a K-8th summer school with priority enrollment for targeted students. Certificated teacher training for grades 4th-8th S.W.E.E.T. Summer Academy. Purchase S.W.E.E.T. Summer School supplies.		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient	Staff (RS 5825) 1000-1999: Certificated Personnel Salaries 3,500 Certificated training in S.W.E.E.T. Summer Academy (5825) 700 SWEET Summer Academy supplies (RS 5825) 4000-4999: Books And Supplies 1,500

		_ Other Subgroups: (Specify)	Supplies (RS 5825) 4000-4999: Books And Supplies 400
Provide classroom teacher's aide for grade levels K-8 to support academic access for designated students.		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff (RS 0000) 2000-2999: Classified Personnel Salaries Supplementary Programs - Specialized Secondary \$25,000.00
Provide designated English Learner academic support for targeted students based off of CELDT scores through ELD insruction.		_ 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 _ Other Subgroups: (Specify)	Staff (RS 3010) 2000-2999: Classified Personnel Salaries \$5000.00
Provide academic intervention in math and ELA in small group instruction based off CAASPP results and teacher recommendation.		<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 _ Other Subgroups: (Specify)	Staff (RS 3010) 2000-2999: Classified Personnel Salaries \$5000.00
Provide 10% of classroom time support with Classified teacher's aide at each grade level with a priority for targeted students.		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified Personnel 2000-2999: Classified Personnel Salaries Concentration \$5000.00

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<p>3.1 Conduct a K-8th summer school program with a 40% enrollment of total ADA.</p> <p>3.2 S.T.E.M. based summer school learning for grades 2th-8th with a 20% survey increase measured by a pre/post S.W.E.E.T. Summer School Academy Survey.</p> <p>3.3 Provide 12.5% of classroom time support with Classified teacher's aide at each grade level with a priority for targeted students.</p> <p>3.4 English Learner designated instruction time to increase AMAO outcomes by 8%.</p> <p>3.5 Reclassification of EL students increase by 12%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement a K-8th summer school with priority enrollment for targeted students.</p> <p>Certificated teacher training for grades 2nd-8th S.W.E.E.T. Summer Academy.</p> <p>Purchase S.W.E.E.T. Summer School supplies.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff (RS 5825) 1000-1999: Certificated Personnel Salaries 3500.00</p> <p>Certificated training in S.W.E.E.T. Summer Academy (RS5825) \$700.00</p> <p>S.W.E.E.T. Summer Academy supplies (RS 5825) 4000-4999: Books And Supplies \$1500.00</p>
<p>Provide classroom teacher's aide for grade levels K-8 to support academic access for designated students.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff (RS 0000) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,000.00</p>
<p>Provide designated English Learner academic support for targeted students based off of CELDT scores</p>		<p><input type="checkbox"/> All</p> <p>OR:</p>	<p>Staff (RS 3010) 2000-2999: Classified Personnel Salaries \$5000.00</p>

<p>through ELD insruction.</p>		<p><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)</p>	
<p>Provide academic intervention in math and ELA in small group instruction based off CAASP results and teacher recommendation.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff 2000-2999: Classified Personnel Salaries Base \$5000.00</p>
<p>Provide 10% of classroom time support with Classified teacher's aide at each grade level with a priority for targeted students,</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff 2000-2999: Classified Personnel Salaries \$2000.00</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<p>3.1 Conduct a K-8th summer school program with a 40% enrollment of total ADA.</p> <p>3.2 S.T.E.M. based summer school learning for grades K-8th with a 25% survey increase measured by a pre/post S.W.E.E.T. Summer School Academy Survey.</p> <p>3.3 Provide 15% of classroom time support with Classified teacher's aide at each grade level with a priority for targeted students.</p> <p>3.4 English Learner designated instruction time to increase AMAO outcomes by 10%.</p> <p>3.5 Reclassification of EL students increase by 15%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement a K-8th summer school with priority enrollment for targeted students.</p> <p>Certificated teacher training for grades Kth-8th S.W.E.E.T. Summer Academy.</p> <p>Purchase S.W.E.E.T. Summer School supplies.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff (RS 5825) 1000-1999: Certificated Personnel Salaries \$3500.00</p> <p>Certificated training in S.W.E.E.T. Summer Academy (RS 5825) \$700.00</p> <p>S.W.E.E.T. Summer Academy supplies (RS 5825) 4000-4999: Books And Supplies \$1500.00</p>
<p>Provide classroom teacher's aide for grade levels K-8 to support academic access for designated students.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff (RS 5825) 2000-2999: Classified Personnel Salaries \$25,000.00</p>
<p>Provide designated English Learners academic support</p>		<p><input type="checkbox"/> All</p>	<p>Staff (RS 3010) 2000-2999: Classified Personnel Salaries</p>

<p>for targeted students based off of CELDT scores through ELD instruction.</p>		<p>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)</p>	<p>Title I \$5000.00</p>
<p>Provide academic intervention in math and ELA in small group instruction based off of CAASPP results and teacher recommendation.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff (RS 3010) 2000-2999: Classified Personnel Salaries \$5000.00</p>
<p>Provide 10% of classroom time support with Classified teacher's aide at each grade level with a priority for targeted students.</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff (RS 3010) 2000-2999: Classified Personnel Salaries \$2000.00</p>

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

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

Original GOAL 1 from prior year LCAP:	Provide continued, in depth professional development in Common Core State Standards.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: Snelling Merced Falls Elementary Applicable Pupil Subgroups: All students in Tk-8th grade as well as identified English Learners and Disadvantaged subgroups.
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Expected Annual Measurable Outcomes:	<p>1.1 Teachers will be trained for chrome books to be implemented in grades 4th-8th.</p> <p>1.2 Students will be trained for chrome book implementation in order to support student learning and student teaching.</p>	Actual Annual Measurable Outcomes:	<p>80% teachers attended staff development for Common Core mathematics.</p> <p>Two teachers were trained in English Language Development and Language Arts through Merced County Office of Education. In addition, all teachers and support staff had five days of training in Common Core based ELD and ELA training.</p> <p>100% students attended computer training classes during the week with our onsite computer technician.</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Highly Qualified Teachers	Provide staff development in Common Core Curriculum. 5800: Professional/Consulting Services And Operating Expenditures Other \$5000	80% of our teachers are highly qualified. Active searching is in place to bring this to 100% for the 2015-2016 school year.	Edjoin and the local newspaper advertise the open teaching position.
	Provide teachers with chrome books 4000-4999: Books And Supplies Concentration \$1500	Professional services/development took place for all Classified and Certificated support staff in the areas of ELA and EL. This service was provided by the Merced County Office of Education at no additional charge.	There wasn't a charge for this development
	Provide support staff with chrome books 4000-4999: Books And Supplies Concentration \$1000	80% of Certificated staff were trained in CC mathematics at MCOE with SVMI.	SVMI 5800: Professional/Consulting Services And Operating Expenditures 4400.00
			ELD training 1000-1999: Certificated Personnel Salaries 1520.00 Chrome books 4000-4999: Books And Supplies Common Core Standards Implementation Funds 4185.00

		<p>Two Certificated teachers were trained in CC and EL development at MCOE.</p> <p>All Certificated teachers were provided with chrome books for the 2014-2015 school year.</p> <p>Classified teacher support were also given chrome books or laptops for the 2014-2015 school year.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p>District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Technology Training</p>	<p>Purchase additional chrome books 4000-4999: Books And Supplies Base \$3500</p> <p>Include students in technology training 5800: Professional/Consulting Services And Operating Expenditures Concentration \$100</p>	<p>All students had computer and/or chrome book instruction in both their classrooms and the school computer lab.</p> <p>All students had training in beginner computer coding.</p>	<p>Computer Technician 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$23,584.00</p> <p>Purchase of chrome books 4000-4999: Books And Supplies Base \$4,185</p> <p>Chrome book insurance 0000: Unrestricted Base \$1836.00</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
	Staff development for EL instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$5000.00		
	A student from a subgroup will be selected to attend technology training with school staff 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$100		
Scope of Service Student technology development ----- _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ 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?	Staff training in Chrome book and Google Application will take place in the 2015-2016 school year. Student technology engagement will be observed by Principal evaluations. Common Core staff development will continue with Close Reading strategies that will target specific subgroups with an effort of closing the achievement gap. Targeted student subgroups will also receive math and ELA intervention time with qualified staff that have been trained to support student learning. Students did not attend an outside source for computer training during the 2014-2015 school year, therefore, there was not the \$100.00 expenditure.		

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

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

Original GOAL 2 from prior year LCAP:	Develop a positive school culture to enhance student engagement and encourage parent involvement.	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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Goal Applies to:	Schools: Snelling Merced Falls Elementary	Applicable Pupil Subgroups: All students in grades K-8th.
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Expected Annual Measurable Outcomes:	<p>2.1 The iMatters program will be taught in the classroom with the teachers so that continued iMatter concepts will be used throughout the school year.</p> <p>2.2 Referrals and suspensions data will reflect a reduction by 2% from 2014</p> <p>2.3 30% of parents will attend a six week computer class.</p>	Actual Annual Measurable Outcomes:	<p>The iMatters program was continued this year in all grades. The program coupled with last years social skills training and anti-bullying program schoolwide.</p> <p>25% of parents signed up to attend the six week computer classes.</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The iMatters program will be taught in the classroom with the teachers so that continued iMatter concepts will be used throughout the school year.	iMatters support materials 4000-4999: Books And Supplies 500	The iMatters was taught in all grades K-8th for 6 weeks one day a week.	This program was offered without additional cost. .00
Scope of Service _ All OR: _ Low Income pupils		Scope of Service District-wide <input checked="" type="checkbox"/> All OR: _ Low Income pupils	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>Many parent nights were held at Snelling School. We had a Christmas musical, ELAC meetings to discuss parent computer classes held at the school, SSC meetings to determine student reading incentives and an Anti-bullying month, an annual book fair with a parent night. Also, an Art Show and family barbeque was held to discuss LCAP and 2015-2016 goals.</p>		<p>Snelling School contracted with an Art instructor from the Merced Multi-Cultural Center that aligned with CCSS. The art teacher met/planned with teachers to align the art curriculum with classroom curriculum.</p> <p>The DELAC committee requested evening parent computer classes with an emphasis on email, word and excel programs, as well as the parent/student portal ARIES.</p> <p>The SSC designated an Anti-Bullying month that was enriched with books purchased for the library for grades K-8th addressing the topic of Bullying.</p> <p>The school hosted a Family Book Fair evening that coupled with the book fair at the school for a week.</p> <p>An art show and family barbeque was held on May 27 at which time the LCAP state priorities were discussed for the 2015-2016 school year.</p>	<p>Art teacher 5000-5999: Services And Other Operating Expenditures 1000.00</p> <p>Art supplies 4000-4999: Books And Supplies 700.00</p> <p>Parent computer classes 2000-2999: Classified Personnel Salaries Title II 1500.00</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Scope of Service</td> <td style="padding: 5px;">District-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient 	Scope of Service	District-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Scope of Service</td> <td style="padding: 5px;">District-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	District-wide	
Scope of Service	District-wide						
Scope of Service	District-wide						

_ 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>The iMatters program was free of charge, including not paying any fees for materials. All copies and materials were provided by Snelling School. The art program will continue in the 2015-2016 school year, including the cost for supplies. In addition to the art program, a music program will be implemented for grades K-8th. The suspension rate was 0% for the 2014-2015. However, the referral rate was decreased by 2% that was measured by an office sign in sheet for students that are referred to office by staff. The goal was for 30% of English Learner parents would attend evening computer classes, however, only 25% of parents attended.</p>		

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

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

Original GOAL 3 from prior year LCAP:	Increase academic support for all disadvantaged and foster youth and EL students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: Snelling Merced Falls Elementary	Applicable Pupil Subgroups: Low income students based on NSLP, students with Individualized Education Plan, Foster Youth, and identified EL students.
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Expected Annual Measurable Outcomes:	3.1 A Teacher's Aide position will be hired for specific target groups. 3.2 A summer school will be offered for specific target groups. 3.3 A summer reading program will be hosted at the school.	Actual Annual Measurable Outcomes:	A teacher's aide position was added to staff to work with specific target groups: EL groups, disadvantaged youth, foster youth, and students with academic challenges. Summer school was offered and held for all EL and disadvantaged youth. Summer school's curriculum focused on language development, math, and reading skills. A summer reading program was offered for four weeks during the summer. The library was open for students for three hours a day, four days a week. Students participated in the Accelerated Reader program during the summer library hours.
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A Teacher's Aide position will be hired for specific target groups.	5800: Professional/Consulting Services And Operating Expenditures 3500.00	The school hired a teacher's aide to work with disadvantaged youth, identified EL students, students with an IEP, and Foster Youth.	Classified teacher support 2000-2999: Classified Personnel Salaries Concentration 10,765
A summer school will be offered for specific target groups.	2000-2999: Classified Personnel Salaries 10,000.00	A summer school was offered for grades K-5 with specific target groups getting priority of attendance.	Teachers for summer school 1000-1999: Certificated Personnel Salaries Supplemental 4,326
A summer reading program will be hosted at the school.		A summer reading program was offered for all students in grades K-8.	Summer reading program ran by volunteer at no additional charge.

Scope of Service	Students in grades K-5th.		Scope of Service	District-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Targeted students had support from the Classified teachers aide. Designated time was spent in small groups that allowed for additional support for targeted students to achieve academic success. All funds were spent and exceeded than what was written in 2014-2015 LCAP. Snelling School will continue to have designated small group instruction for targeted students, as well as, struggling students district-wide.</p> <p>The 2014-2015 Summer School program was a success and all expenditures were spent accordingly. Summer school will be increased in 2015-2016 for all grades ranging from K-8th in order to meet district-wide goals. However, the expected cost of the summer reading program did not take place due to a volunteer that ran the program for the designated hours.</p>				

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

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>\$93,041</u>
<p>Snelling ESD is a small school district of 85 students. Our Unduplicated count for students of need is 82.69%. 5 out of 10 students are students of need. The district has directed the majority of funds to be spent on a district-wide basis on such actions and services as: additional aides for small group, targeted instruction, technology, summer school services. The services will be for all students, but primarily directed towards students of need. The primary use of funds in 2015-2016 will be for the purchase of a new school bus which will ensure a safe commute to school and increase attendance for students in our rural school district. Our Stakeholders feel the funds spent in this manner is the most effective use of funds because it addresses the academic, social and safety needs of our district.</p>	

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.

13.1 1	%
<p>Consistent with the state requirements for calculating the percent of increase/improved services for unduplicated students, Snelling ESD has determined services must be improved or increased by 13.11% This will be quantitatively measured through the following expanded/increased services:</p> <ul style="list-style-type: none"> *increased parent education classes for parents of targeted students *purchase a school bus *increased professional development to ensure teachers deliver CCSS *increased time for academic tutoring *instructional aide time for small group instruction 	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	16,200.00	50,381.00	131,300.00	40,800.00	6,500.00	178,600.00
	0.00	0.00	4,500.00	0.00	0.00	4,500.00
Base	3,500.00	6,021.00	0.00	13,500.00	0.00	13,500.00
Common Core Standards Implementation Funds	0.00	4,185.00	0.00	0.00	0.00	0.00
Concentration	2,600.00	10,765.00	5,000.00	0.00	0.00	5,000.00
Lottery	0.00	0.00	800.00	800.00	0.00	1,600.00
Other	5,000.00	0.00	0.00	0.00	0.00	0.00
Supplemental	5,100.00	4,326.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	0.00	23,584.00	96,000.00	26,500.00	0.00	122,500.00
Supplementary Programs - Specialized Secondary	0.00	0.00	25,000.00	0.00	0.00	25,000.00
Title I	0.00	0.00	0.00	0.00	5,000.00	5,000.00
Title II	0.00	1,500.00	0.00	0.00	1,500.00	1,500.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	16,200.00	50,381.00	131,300.00	40,800.00	6,500.00	178,600.00
	0.00	0.00	1,000.00	0.00	0.00	1,000.00
0000: Unrestricted	0.00	1,836.00	96,000.00	0.00	0.00	96,000.00
1000-1999: Certificated Personnel Salaries	5,000.00	4,326.00	3,500.00	5,000.00	0.00	8,500.00
2000-2999: Classified Personnel Salaries	0.00	35,849.00	30,000.00	32,000.00	6,500.00	68,500.00
4000-4999: Books And Supplies	6,000.00	8,370.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	5,200.00	0.00	0.00	3,000.00	0.00	3,000.00
7000-7439: Other Outgo	0.00	0.00	800.00	800.00	0.00	1,600.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	16,200.00	50,381.00	131,300.00	40,800.00	6,500.00	178,600.00
		0.00	0.00	1,000.00	0.00	0.00	1,000.00
0000: Unrestricted	Base	0.00	1,836.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental and Concentration	0.00	0.00	96,000.00	0.00	0.00	96,000.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	3,500.00	0.00	0.00	3,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	0.00	5,000.00	0.00	5,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	5,000.00	4,326.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	7,000.00	0.00	7,000.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	10,765.00	5,000.00	0.00	0.00	5,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	23,584.00	0.00	25,000.00	0.00	25,000.00
2000-2999: Classified Personnel Salaries	Supplementary Programs - Specialized Secondary	0.00	0.00	25,000.00	0.00	0.00	25,000.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	5,000.00	5,000.00
2000-2999: Classified Personnel Salaries	Title II	0.00	1,500.00	0.00	0.00	1,500.00	1,500.00
4000-4999: Books And Supplies	Base	3,500.00	4,185.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	0.00	4,185.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Concentration	2,500.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	1,500.00	0.00	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	100.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	5,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	100.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	1,500.00	0.00	1,500.00
7000-7439: Other Outgo	Lottery	0.00	0.00	800.00	800.00	0.00	1,600.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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