

**Introduction:**

**LEA:** Monte Rio Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Jennifer Schwinn, Superintendent, superintendent@mrusd.k12.ca.us, (707) 865-2266 **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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>1. Held open stakeholder’s meeting for parents, staff, board and community Tuesday, February 24, 2015</p> <p>2. All staff received LCAP survey and were encouraged to respond to</p>	<p>1. Despite informing all staff and families with a One Call home regarding the meeting, no one attended, other than the Supt.-Principal. Therefore, there was no analysis nor impact to the LCAP from this meeting. This is the second year in a row with no attendance at the LCAP public meeting. We either need to accept that this is not an effective way to connect with stakeholders, or find a more effective way to get folks to come to the meeting.</p> <p>2. The results of the survey identified a need for play equipment that would</p>

anonymous survey

3. Students from all classes took Surveys home to complete with their parents. A contest awarded top two classes with highest percentage returned.

4. Input gathered at School Site Council 2/12/15

5. Input gathered at the MRUSD Board mtg 2/19/15

6. LCAP survey given to parents at 3/18/15 Parent Club mtg

7. Compiled and published LCAP stakeholder survey data collected  
The District Secretary created a chart to track progress over years of data collected.

8. Presented data at School Site Council 4/16/15

9. Presented survey data at MRUSD Board mtg 4/16/15

10. School Site Council reps from teacher and classified groups shared survey results with union group members.

11. Certificated staff discussed LCAP survey results at 5/7/15 certificated staff meeting

allow teachers to address grade level PE skills for older students. The play equipment process started in 14-15, and we expect the equipment to be installed by the summer of 2015.

3. We will continue to do a survey in the future LCAP processes, but may have a survey just for students to complete in addition to the one completed by adults.

4. We may have two openings on SSC in 15-16 and will try to fill them with representative parents of EL or RSP students, to ensure parent involvement from all groups.

5. The Board will be surveyed in the future LCAP processes.

6. The Parent Club will be surveyed in the future LCAP processes.

7. This chart will be used each year when data is collected from the LCAP Survey, to track progress year to year. This chart was a great addition in 14-15, to quantify the LCAP goal progress. We will compare survey data from year to year to track stakeholder perception of progress towards LCAP goals.

8. Certificated & classified staff, parents and Principal-Supt will continue to take a close look at data for trends. Staff was concerned that not all comments reflect reality, some may reflect perception or old conditions, no longer in place.

- SSC agreed with students & teachers recommendations on play equipment. Project pushed into 15-16 for completion.

9. Supt-Principal presented the data, the metrics, and the observations from SSC regarding results. As a result of survey data, Superintendent recommends greater emphasis (and funding) is placed on improving physical education and installing appropriate play equipment to allow for middle school to develop expected grade level physical fitness skills.

10. Some staff were concerned that survey comments may not reflect reality, some comments may just reflect perception or old conditions, no longer in place.

- In the future, staff would like forewarning if negative comments were made about their programs.

11. Admin and certificated staff discussed concerns with the survey results and decided that next year we would add a cautionary phrase at the top of the LCAP survey, letting folks know that their comments would be published, so

12. At the 5/14/15 Board mtg, the LCAP was discussed as part of the Supt's report. It was announced that the 14-15 LCAP will be presented at the 5/28/15 Board meeting, and be available for review in the office, 10 days prior to that date.

13. LCAP Hearing is published in the paper and the document is available for viewing in the office, beginning 5/18/15

14. LCAP was be presented to the public at May 28, 2015 Board mtg

15. LCAP was to be approved by Board at June 18, 2015 mtg. However, the approval of the LCAP was postponed to a Board meeting on June 25, 2015.

16. LCAP scheduled for approval at the June 25, 2015 Board meeting.

**Annual Update:**

1. Held open stakeholder’s meeting for parents, staff, board and community Tuesday, February 24, 2015

2. All staff received LCAP survey and were encouraged to respond to anonymous survey

respondents may consider their words carefully. Staff may also chose to attend the Board mtg when the results are shared.

12. In the future we will let stakeholders know they can find the LCAP on the school website also.

13. We will continue to publish the hearing, and make a point of letting stakeholders know they can find the LCAP on the school website also.

14. No public appeared for the LCAP hearing, so no impact on future LCAPs as a result. However, Supt. Schwinn presented to the Board the LCAP goals and progress so far in meeting them.

It was noted that the completion of the play equipment installation was still needed, and that goal would need to roll into the next year. The Board agreed to plans to finish the play equipment installation in 15-16.

It was also noted that the metric for tracking chronic absenteeism, to judge student engagement, was not accurate, and needed to be changed in the next year. We had been tracking participation in SARB, rather than counting the number of students with 10% or greater rate of absence in a year.

15. In the future, we will get our review going with SCOE earlier to ensure all necessary changes are completed by the Board meeting.

In the future, we will send a draft to the SCOE accountant for feedback on the business side of the document as part of the early advisory process.

16. The final Board meeting in June 2016 was set for later in the month, to better accommodate the amount work that is required by the LCAP each spring.

**Annual Update:**

1. Despite informing all staff and families with a One Call home regarding the meeting, no one attended, other than the Supt.-Principal. So no input on the LCAP happened at that time.

2. This was staff's opportunity to respond anonymously to the goals set out by the LCAP. The LCAP was also discussed openly at a couple of staff mtgs, and

3. Students from all classes took Surveys home to complete with their parents. A contest awarded top two classes with highest percentage returned.

4. Input gathered at School Site Council 2/12/15. Some SSC members took the surveys to complete later, and some completed and returned them at the mtg.

5. Input gathered at the MRUSD Board mtg 2/19/15

6. LCAP survey given to parents at 3/18/15 Parent Club mtg

7. The District Secretary compiled LCAP stakeholder survey data collected.

8. LCAP survey data presented at School Site Council 4/16/15, including the

those results are below.

3. This was one of the ways that students had an opportunity to give feedback on the LCAP. They were to take home the LCAP surveys and work with their parents to complete them, and then they earned awards for the classes with the greatest percentage of LCAP surveys returned.

4. This was SSC's opportunity for anonymous feedback. Later, SSC reviewed the results of the LCAP survey and those results are below.

5. This was the opportunity for individual Trustees to give anonymous feedback via the LCAP survey. It did not appear that Trustees took advantage of the opportunity to give feedback in that manner.

6. At this time, the Principal discussed Goal 3 with the Parent Club members in particular. Goal 3 was the goal targeting the need for greater parent participation on campus. The Principal explained that the metric being used to measure participation was the volunteer sign in binder in the office, and that it was important for all parent volunteers to sign in when they came for a Parent Club mtg or to work in the classroom. We discovered that parents had not been signing in for either occasion, and they would make an effort to change the behavior and sign in.

As a result of retraining parents on the procedure of signing in, success with Goal 3 was higher than expected. From a baseline in 13-14 of 56 names in the volunteer binder, we had expected to reach 68 names in 14-15. However, we reached 107 names of volunteers in 14-15. Therefore, we need to increase our target number of volunteers in the three out years, beginning with raising 15-16 to a goal of 110 names.

7. A chart was created that would provide a metric to track progress on each of the LCAP goals.

This chart will be used each year when data is collected from the LCAP Survey, to track progress year to year. This chart was a great addition in 14-15, to quantify the LCAP goal progress.

- Upon analysis of the data, it was determined that new play equipment was needed. Students were consulted to find their preferences.

8. The members of SSC: certificated & classified staff, parents and Principal-

quantifiable chart showing numeric responses and all comments.

Supt all took a close look at data for trends. Staff was concerned that not all comments reflect reality, some may reflect perception or old conditions, no longer in place. SSC recognized a trend of comments asking for more robust physical activity opportunities for students.

So teachers met with students to look at play equipment catalogues and select engaging play equipment that could be installed on the 4-8th grade playground. Student and staff feedback on play equipment was captured and rendered into several proposals for the Board's consideration.

Superintendent met additionally with staff members that were concerned about perceived negative feedback on LCAP survey.

9. Presented survey data at MRUSD Board mtg 4/16/15

9. Supt-Principal presented the data, the metrics, and the observations from SSC regarding results of the LCAP survey. As a result of survey data, Superintendent recommends greater emphasis (and funding) to be placed on improving physical education and installing appropriate play equipment to allow for middle school to develop expected grade level physical fitness skills, and provide students with more engaging options for keeping active.

The Board agreed to invest in play equipment, but had difficulty agreeing on one proposal. It took several months, bringing different options before the Board before they agreed on spending \$29,067 to install several pieces of equipment during the summer prior to the 15-16 school year. Final approval of the bid was in June 2015. Payments and work to commence in July & Aug 15-16.

10. School Site Council reps from teacher and classified groups shared survey results with union group members.

10. The representatives of various stakeholder groups that make up SSC, brought the LCAP survey results to their constituency groups. The main concern that came out of this action was that certain staff members felt that their classrooms or programs were singled out to receive some negative feedback from the survey, and the staff members wanted an opportunity to present a rebuttal to the survey at the next Board mtg in May 2015.

11. Certificated staff discussed LCAP survey results at 5/7/15 certificated staff meeting

11. Admin and certificated staff discussed concerns with the survey results and decided that beginning next year, we would add a cautionary phrase at the top of the LCAP Survey, letting folks know that their comments would be published, so respondents may consider their words carefully.



12. At the 5/14/15 Board mtg, the LCAP was discussed as part of the Supt's report. It was announced that the 14-15 LCAP will be presented at the 5/28/15 Board meeting, and be available for review in the office, 10 days prior to that date.

13. LCAP Hearing is published in the paper and the document is available for viewing in the office, beginning 5/18/15, and online on the school website. The LCAP draft was also sent to SCOE for feedback.

14. LCAP was presented to the public at May 28, 2015 Board mtg

15. Additional feedback was giving from SCOE LCAP Coordinators. Changes were needed in various aspects of the LCAP including: new metrics, changes to priority numbers, and missing business data.

The staff with the greatest concerns included the Garden and Nutrition teacher and the kindergarten teacher. They felt the survey results should not identify their programs specifically, and wondered if the comments had to be published. In the end it was decided that Staff will be notified when the results will be shared so they may also chose to attend the Board mtg when the results are shared. So they can speak to concerns raised in the LCAP.

12. Staff was given an opportunity to respond to perceived negative feedback on LCAP survey, at the May 14, 2015, MRUSD Board meeting, One staff member attended 5/14/15 Board mtg to discuss accuracy of LCAP survey results regarding her program. The Board appreciated her comments.

13. The Superintendent was prepared to respond to any inquiries in writing, but there were no questions nor comments proffered from the public nor from stakeholders as part of the LCAP hearing. The LCAP did receive feedback from the LCAP Coordinators from SCOE. Sup. Schwinn made the changes suggested before presenting the LCAP at the May 28 public hearing.

14. No public appeared for the LCAP hearing. However, Supt. Schwinn went through the LCAP goals and progress so far in meeting them.

The Board was happy with the LCAP and proposed changes for the next year. We were on track for approval at the June 18 Board meeting.

It was noted that the completion of the play equipment installation was still needed, and that goal would need to roll into the next year.

It was also noted that the metric for tracking chronic absenteeism, to judge student engagement, was not accurate, and needed to be changed in the next year. We had been tracking participation in SARB, rather than counting the number of students with 10% or greater rate of absence in a year.

15. The headers of each goal had to be re-written to identify and align the metrics with corrected priority areas. Then the annual updates needed to be re-written to match the way the goals were now written in Section 2 of the LCAP.

Additional metrics were added too. For example, the results of the LCAP Survey offered a quantifiable way to track progress towards meeting goals, and those results were averaged and included with each goal.

Moreover, the percent of participation in the free and reduced lunch program was added as a metric.

Data from the annual Parent Satisfaction Survey was also added as a metric to track progress.

Additionally, a new goal was added -- Goal 7, to more clearly address the needs of students from the unduplicated subgroups, and ensure they had access to grade level curriculum and adequate preparation for the annual assessments on grade level standards.

Unfortunately, the timing was such that the MRUSD Business Manager had gone away on vacation in June, and was not available to make the business section changes necessary to gain approval from SCOE. After much deliberation, the SCOE Coordinators recommended we postpone the June 18 Board mtg to the next week, to allow enough time to make the large number of corrections now identified. The Board mtg was postponed to June 25.

16. And there was much rejoicing!

16. June 25, 2015 the Board of Trustees approved the LCAP

17. Approved LCAP is sent to SCOE by June 30, 2015.

**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?

<p>GOAL 1:</p>	<p>Students will have a safe, comfortable school, with an up-to-date infrastructure, and adequate indoor and outdoor equipment and facilities, with which to learn and thrive.</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>          COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>          Local : Specify</p>
<p>Identified Need :</p>	<ul style="list-style-type: none"> <li>• Facility needs to be maintained (Priority 1)</li> <li>• PE equipment needed to help older students with grade level standards/skills in PE, and pass the PFT. (Priority 7)</li> <li>• LCAP Stakeholder survey indicates -- Families want to see more engaging PE classes (Priority 8)</li> <li>• District needs an up to date phone system (Priority 1)</li> </ul> <p>METRIC:</p> <ul style="list-style-type: none"> <li>• A list of jobs to do has been generated</li> <li>• Annual FIT assessment will track facility condition</li> </ul> <p>Current FIT shows 7 “good” &amp; 1 “poor” (Structural – roof)</p> <ul style="list-style-type: none"> <li>• Physical activity equipment to be installed (Currently (as of 14-15) installed new play equipment in K-2 playground, 3-8th grade have no new installed equipment to meet the needs of their PFT skills)</li> <li>• All 5th gr and 7th gr students will be able to pass the PFT (All but one passed in 14-15)</li> <li>• Teachers will introduce new par course &amp; obstacle course activities to students in PE:</li> <li>• Students will demonstrate increased engagement in physical activity at recess and PE class once equipment is installed (14-15 LCAP survey indicates some dissatisfaction with lack of "engaging PE offerings for students." We want to eliminate these comments in all future surveys.) (Priority 8)</li> <li>• The 2014-15 MRUSD LCAP Stakeholder Survey indicates an average score of 4.36 out of 5, with regard to our level of accomplishment with Goal 1 - "Students will have a safe, comfortable school, with an up-to-date infrastructure, and adequate indoor and outdoor equipment and facilities, with which to learn and thrive." 14-15 is the first year of the survey and sets the baseline.</li> </ul>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>LEA          Applicable Pupil Subgroups: All</p>

**LCAP Year 1: 2015-16**

<p>Expected Annual Measurable Outcomes:</p>	<p>1C -Maintain a rating of “good” in all areas of FIT (Priority 1)                  7A -All 5th gr and 7th gr students will be able to pass the PFT (Priority 7)                  8A -The 2015-16 MRUSD LCAP Stakeholder Survey will indicates an average score of 4.4 out of 5, with regard to our level of accomplishment with Goal 1, and comments suggesting PE needs to be "more engaging" will disappear from the survey. (Priority 8)</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>•District to employ a Head of Maintenance to identify and oversee facility projects</p>	<p>LEA</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>Maintenance Director to identify and oversee facility projects                  2000-2999: Classified Personnel Salaries General Fund \$23,399                  01-0000-0-0000-8210-2200-000-OPER</p>
<p>•Develop a list of facility maintenance projects and their costs</p>	<p>LEA</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>Developed in 14-15 No Cost in 15-16</p>
<p>Certificated staff teach required PE minutes each 10 days, and strive to make PE varied and engaging</p>	<p>LEA</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>Certificated Teaching Staff amount included in all teacher salaries from Goal #2 1000-1999: Certificated Personnel Salaries General Fund 0.0</p>
<p>•Install PE equipment for middle school requirements (i.e. chin up bars, sit up benches), and for engaging par course - obstacle course physical activities.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>•Install PE equipment for middle school requirements (i.e. chin up bars, sit up benches) 5000-5999: Services And Other Operating Expenditures Fund 40 \$30,000</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
•Update data port access and phone system	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Routers upgraded in 14-15. Phone system scheduled for 16-17. No Cost in 15-16 0000: Unrestricted Other 0.0
•Complete fence and repair gate adjacent to blacktop	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Fund 14: 14-0000-0-0000-8100-5630-000-0000 5000-5999: Services And Other Operating Expenditures \$2,000
•Pay a stipend to certificated staff to serve as Athletic Director, to maintain equipment inventory and facilitate sports and athletic activities for students.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Athletic Director Stipend 01-0000-0-1110-1000-1100-000-0000 1000-1999: Certificated Personnel Salaries General Fund \$250



**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	1C -Maintain a rating of “good” in all areas of FIT (Priority 1) 7A -All 5th gr and 7th gr students will be able to pass the PFT (Priority 7) 8A -The MRUSD LCAP Stakeholder Survey will indicate an average score of 4.5 out of 5, with regard to our level of accomplishment with Goal 1, and comments suggesting PE needs to be "more engaging" will disappear from the survey. (Priority 8)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
•District continue to employ a Head of Maintenance to identify and oversee facility projects	LEA	<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)	Maintenance director hired in 14-15. Projects identified. 2000-2999: Classified Personnel Salaries General Fund \$1000
•Develop a list of facility maintenance projects and their costs	LEA	<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)	List developed in 14-15. Updating as we go.
	LEA	<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)	
•Update data port access and phone system	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	•Update phone system 0000: Unrestricted Fund 40 \$5000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
•Continue to pay a stipend to certificated staff to serve as Athletic Director, to maintain equipment inventory and facilitate sports and athletic activities for students.		<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)	

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	1C -Maintain a rating of “good” in all areas of FIT (Priority 1) 7A -All 5th gr and 7th gr students will be able to pass the PFT (Priority 7) 8A -The MRUSD LCAP Stakeholder Survey will indicates an average score of 4.6 out of 5, with regard to our level of accomplishment with Goal 1, and comments suggesting PE needs to be "more engaging" will disappear from the survey. (Priority 8)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue employing Head of Maintenance to oversee and identify projects each year.	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)	Hired in 14-15. Identified projects and updating each year. 2000-2999: Classified Personnel Salaries General Fund \$1500
Develop a list of facility maintenance project and their costs	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Updating each year

		English proficient _ Other Subgroups: (Specify)	
Update data port access and phone system	LEA Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Update phone system scheduled for 16-17
•Pay a stipend to certificated staff to serve as Athletic Director, to maintain equipment inventory and facilitate sports and athletic activities for students.	LEA	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 2:	Students will be proficient in grade level standards.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	<ul style="list-style-type: none"> <li>• Students need to be proficient in grade level standards</li> </ul> <p>METRIC:</p> <ul style="list-style-type: none"> <li>• Results of benchmark assessments – currently 69.8% proficient ELA 71.4% proficient Math CST science, 5th gr 77% 8th gr 89%</li> <li>• 4A Proficient &amp; above via the following measures: teacher observation, CAASP, district benchmark testing in ELA &amp; Math;</li> <li>• 4D EL students need to make progress towards English proficiency at a rate of one level progress per year on the CELDT In 14-15, 75% of EL students progressed one level per year</li> <li>• 4E EL students need to reclassify to FEP In 14-15 0% of students have reclassified to FEP</li> <li>• 2B EL students need to access the new State Standards In 14-15, 75% of EL students are accessing the new standards</li> <li>• 2A Teachers will receive professional development in the new CA State Standards In 2014-15, 60% of teachers are teaching the new ELA &amp; Math standards</li> <li>• 1A # of teacher misassignments is zero,</li> <li>• 1B Availability of CCSS instructional materials: K/1 Super Kids reading program and K-8 iXL licenses purchased in 13-14; Carnegie Learning Math 7/8th gr pilot in 14-15; adopt Carnegie Learning Math in 15-16 &amp; pilot K-6 math</li> <li>• The 2014-15 MRUSD LCAP Stakeholder Survey indicates an average score of 4.37 out of 5, with regard to our level of accomplishment with Goal 2 - "Students will be proficient in grade level standards." 14-15 is the first year of the survey and sets the baseline.</li> </ul> <p>N/A: API, UC/CSU courses, AP exams, EAP exams</p>
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Goal Applies to:	Schools: LEA Applicable Pupil: All
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Subgroups: LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• 4A Benchmark assessments = 75% proficient in ELA and Math</li> <li>CST science, 5th gr 80% 8th gr 90% proficient &amp; above</li> <li>• 4D EL students need to make progress towards English proficiency at a rate of one level progress per year on the CELDT 80% of EL students progressed one level per year</li> <li>• 4E EL students need to reclassify to FEP 25% of students have reclassified to FEP</li> <li>• 2B EL students need to access the new State Standards 80% of EL students are accessing the new standards</li> <li>• 2A Teachers will receive professional development in the new CA State Standards 80% of teachers are teaching the new ELA &amp; math standards</li> <li>• 1A # of teacher misassignments stay at zero</li> <li>• 1B Availability of CCSS instructional materials increase 60% - adopt Carnegie Learning Math in 15-16 &amp; pilot K-6 math</li> <li>• The 2015-16 MRUSD LCAP Stakeholder Survey indicates an average score of 4.4 out of 5, with regard to our level of accomplishment with Goal 2 - "Students will be proficient in grade level standards."</li> </ul> <p>N/A: API, UC/CSU courses, AP exams, EAP exams</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>•Develop a homework and study skills continuum articulated by grade levels (K-8)</p>	<p>LEA</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>Principal salary: 01-0000-0-110-2700-1300-000-SCH 1000-1999: Certificated Personnel Salaries Base \$82,004</p>

<ul style="list-style-type: none"> <li>Partner with the Preschool on campus to build academic entry skills</li> </ul>	<p>LEA</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>Principals salary shown in above item 1000-1999: Certificated Personnel Salaries Base 0.0</p>
<ul style="list-style-type: none"> <li>Dedicate funds for annual Staff Development and opportunities for collaboration to implement the CCSS and undertake initiatives such as the continuum for homework and behavior</li> </ul>	<p>LEA</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: 01-4035-0-1110-1000-5200-000-TII 5000-5999: Services And Other Operating Expenditures Title II \$6922</p>
<ul style="list-style-type: none"> <li>Have highly skilled para-educators and teachers to teach the standards to students</li> </ul>	<p>LEA</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>Teachers: 01-0000-0-1110-1000-1100-000-0000 Base \$266,409  Teachers benefits 3000-3999: Employee Benefits Base \$62,703  Para's total cost shown three items down 2000-2999: Classified Personnel Salaries Supplemental  Para's 3000-3999: Employee Benefits Supplemental \$2,757  Para's Title I 2000-2999: Classified Personnel Salaries Supplemental \$3,534</p>
<ul style="list-style-type: none"> <li>Provide CCSS instructional materials.</li> </ul>	<p>LEA</p>	<p><input checked="" 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 education</p>	<p>•Provide CCSS instructional materials.01-0000-0-1110-1000-4110-000-0000 4000-4999: Books And Supplies Base 2,500</p>
<ul style="list-style-type: none"> <li>Provide intervention services for students with disabilities</li> </ul>	<p>LEA</p>	<p><input type="checkbox"/> All  OR:</p>	<p>Special Education: 01-6500-0-5770-1120-1100-000-0000 1000-1999: Certificated Personnel Salaries Other \$20,802</p>

		<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	3000-3999: Employee Benefits Other \$7,991
For low income pupils: <ul style="list-style-type: none"> <li>Have highly skilled para-educators in every classroom to serve students with deficits &amp; lower teacher/student ratio for more teacher help</li> </ul>	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<ul style="list-style-type: none"> <li>Have highly skilled para-educators: 01-1400-0-1110-1000-2100-000-LCAP &amp; 01-0000-0-1110-1000-2100-000-LCAP &amp; 01-3010-0-4850-1000-2100-000-0000 2000-2999: Classified Personnel Salaries Supplemental \$62,029</li> <li>Para Educators benefits 3000-3999: Employee Benefits Supplemental \$28,927</li> </ul>
<ul style="list-style-type: none"> <li>Provide free after school enrichment program, with homework help and nutrition</li> </ul>	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<ul style="list-style-type: none"> <li>33% of Evening Custodian salary: 01-0000-0-0000-8210-2200-000-OPER 2000-2999: Classified Personnel Salaries Supplemental \$5,000</li> </ul>
<ul style="list-style-type: none"> <li>Provide school breakfast program</li> </ul>	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<ul style="list-style-type: none"> <li>Clerical support for food program: 01-0000-0-1110-2700-2400-000-SCH 2000-2999: Classified Personnel Salaries Supplemental \$19,591</li> </ul>
<ul style="list-style-type: none"> <li>Provide free fresh fruits &amp; vegetables and milk at morning recess.</li> </ul>	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	<ul style="list-style-type: none"> <li>Fund 13: 13-5310-0-0000-3700-4710-000-LCAP 4000-4999: Books And Supplies Supplemental \$2000</li> </ul>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
•Provide free clothing (jackets, shoes, etc) and school supplies to students	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Donations: No cost in 2015-16 0.0
For English Learners:  In order to reach EL fluency and grade level proficiency, additional small group instruction for students with the Learning Center Teacher and Para-Educators, using a "push-in" model.	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special education	•Additional small group instruction for students with the Learning Center Teacher and Para-educators, using push in model. Total Certificated salaries already shown above as base. Para-educators salaries also shown above as supplemental. 1000-1999: Certificated Personnel Salaries Base \$0  Part of Para Educators salaries in above item as supplemental 2000-2999: Classified Personnel Salaries Supplemental \$0



LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>4A Benchmark assessments = 80% proficient in ELA and Math</p> <p>CST science, 5th gr 85% 8th gr 90% proficient &amp; above</p> <ul style="list-style-type: none"> <li>• 4D EL students need to make progress towards English proficiency at a rate of one level progress per year on the CELDT 85% of EL students progressed one level per year</li> <li>• 4E EL students need to reclassify to FEP 50% of students have reclassified to FEP</li> <li>• 2B EL students need to access the new State Standards 85% of EL students are accessing the new standards</li> <li>• 2A Teachers will receive professional development in the new CA State Standards 80% of teachers are teaching the new ELA &amp; math standards 20% of teachers are teaching the NGSS</li> <li>• 1A # of teacher misassignments stay at zero</li> <li>• 1B Availability of CCSS instructional materials increase 100% - NGSS and History curriculum explored for pilot</li> <li>• The 2016-17 MRUSD LCAP Stakeholder Survey indicates an average score of 4.5 out of 5, with regard to our level of accomplishment with Goal 2 - "Students will be proficient in grade level standards."</li> </ul> <p>N/A: API, UC/CSU courses, AP exams, EAP exams</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>•Develop a homework and study skills continuum articulated by grade levels (K-8)</p>	<p>LEA</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>Principal salary 1000-1999: Certificated Personnel Salaries Base \$1500</p>

<p>•Partner with the Preschool on campus to build academic entry skills</p>	<p>LEA</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>•Dedicate funds for annual Staff Development and opportunities for collaboration to implement the CCSS and undertake initiatives such as the continuum for homework and behavior</p>	<p>LEA</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>•Dedicate funds for annual Staff Development and opportunities for collaboration to implement the CCSS and undertake initiatives such as the continuum for homework and behavior 5000-5999: Services And Other Operating Expenditures Title II \$6,922</p>
<p>•Have highly skilled para-educators and teachers to teach the standards to students</p>	<p>LEA</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>Teachers 1000-1999: Certificated Personnel Salaries Base \$287,059                  Teachers benefits 3000-3999: Employee Benefits Base \$68,535                  Para Educators - amount shown three items down 2000-2999: Classified Personnel Salaries Supplemental</p>
<p>•Provide CCSS instructional materials.</p>	<p>LEA</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>•Provide CCSS instructional materials. 4000-4999: Books And Supplies \$3500</p>
<p>•Provide intervention services for students with</p>	<p>LEA</p>	<p><input type="checkbox"/> All</p>	<p>Special Education resources 1000-1999: Certificated</p>

<p>disabilities</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 checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Special Education</u></p>	<p>Personnel Salaries Base \$26,659          3000-3999: Employee Benefits Base \$5,598</p>
<p>For low income pupils:  <ul style="list-style-type: none"> <li>Have highly skilled para-educators in every classroom to serve students with deficits &amp; lower teacher/student ratio for more teacher help</li> </ul></p>	<p>LEA</p>	<p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>•Have highly skilled para-educators in every classroom to serve students with deficits &amp; lower teacher/student ratio for more teacher help 2000-2999: Classified Personnel Salaries Supplemental \$60,089          3000-3999: Employee Benefits Concentration \$29,216</p>
<p>•Provide free after school enrichment program, with homework help and nutrition</p>	<p>LEA</p>	<p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>• Provide free after school enrichment program, with homework help and nutrition          Function 8120          2000-2999: Classified Personnel Salaries Supplemental \$5,500</p>
<p>•Provide school breakfast program</p>	<p>LEA</p>	<p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>•Provide school breakfast program: clerical support 1000-1999: Certificated Personnel Salaries Supplemental \$1,800</p>
<p>•Provide free fresh fruits &amp; vegetables and milk at morning recess.</p>	<p>LEA</p>	<p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>•Provide free fresh fruits &amp; vegetables and milk at morning recess. Fund 13 4000-4999: Books And Supplies Supplemental \$1,800</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
•Provide free clothing (jackets, shoes, etc) and school supplies to students	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Donations
For English Learners:  • In order to reach EL fluency and grade level proficiency, additional small group instruction for students with the Learning Center Teacher and Para-Educators, using a "push-in" model.	LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	•Additional small group instruction for students with the Learning Center Teacher and Para-educators, using a "push-in" model. Para-professional salaries & benefits shown 5 items above 1000-1999: Certificated Personnel Salaries <hr/> 2000-2999: Classified Personnel Salaries

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:

- 4A Benchmark assessments = 85% proficient in ELA and Math
  - CST science,  
5th gr 90%  
8th gr 90%  
proficient & above
  - 4D EL students need to make progress towards English proficiency at a rate of one level progress per year on the CELDT  
90% of EL students progressed one level per year
  - 4E EL students need to reclassify to FEP  
75% of students have reclassified to FEP
  - 2B EL students need to access the new State Standards  
90% of EL students are accessing the new standards
  - 2A Teachers will receive professional development in the new CA State Standards  
100% of teachers are teaching the new ELA & math standards  
40% of teachers are teaching the NGSS
  - 1A # of teacher misassignments stay at zero
  - 1B Availability of CCSS instructional materials increase 100% - NGSS and History curriculum explored for pilot & adoption
  - The 2017-18 MRUSD LCAP Stakeholder Survey indicates an average score of 4.6 out of 5, with regard to our level of accomplishment with Goal 2 - "Students will be proficient in grade level standards."
- N/A: API, UC/CSU courses, AP exams, EAP exams

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a homework and study skills continuum articulated by grade levels (K-8)	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:	Principal salary 1000-1999: Certificated Personnel Salaries Base \$2000

		(Specify)	
Partner with the Preschool on campus to build academic entry skills	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)	
Dedicate funds for annual Staff Development and opportunities for collaboration to implement the CCSS and undertake initiatives such as the continuum for homework and behavior.	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)	Staff Development 5000-5999: Services And Other Operating Expenditures Title II \$6,922
Have highly skilled para-educators and teachers to teach the standards to students	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Highly skilled teachers and para-professionals 1000-1999: Certificated Personnel Salaries Base \$292,800 <hr/> 3000-3999: Employee Benefits Base \$70,591 <hr/> Para-Educators: Cost shown 3 items down 2000-2999: Classified Personnel Salaries Supplemental
Provide CCSS instructional 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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Common Core 4000-4999: Books And Supplies \$4000

<p>Provide intervention services for students with disabilities</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Special Education</u></p>	<p>Resource teacher 1000-1999: Certificated Personnel Salaries Base \$27,192  3000-3999: Employee Benefits Base \$5,710</p>
<p>For low income pupils: Have highly skilled para-educators in every classroom to serve students with deficits and lower teacher to student ratio for more teacher help</p>		<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Special Education</u></p>	<p>Highly skilled Para-Educators in every classroom 2000-2999: Classified Personnel Salaries Supplemental \$60,690  Para Educator benefits 3000-3999: Employee Benefits Concentration \$29,800</p>
<p>Provide free after school enrichment program, with homework help and nutrition</p>		<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Special Education</u></p>	<p>Provide free after school enrichment program, with homework help and nutrition: Function 8210 2000-2999: Classified Personnel Salaries Supplemental \$5,500</p>
<p>Provide school breakfast program</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>Provide school breakfast program: Clerical support 2000-2999: Classified Personnel Salaries Supplemental \$1,800</p>
<p>Provide fresh fruit and vegetables and milk at morning recess</p>		<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils</p>	<p>Provide fresh fruit and vegetables and milk at morning recess 4000-4999: Books And Supplies Supplemental \$1,800</p>

		<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)	
Provide free clothing (jackets, shoes, etc) and school supplies to students		<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)	Donations
For English Learners: In order to reach EL fluency and grade level proficiency, additional small group instruction for students with the Learning Center Teacher and Para-Educators, using a "push-in" model.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Additional small group instruction for students with the Learning Center Model. Para Professional salaries already shown above 2000-2999: Classified Personnel Salaries Supplemental

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



<p>GOAL 3:</p>	<p>Parents will be more involved on school campus at events and in the classrooms.</p>	<p>Related State and/or Local Priorities:          1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _          COE only: 9 _ 10 _          Local : Specify</p>
<p>Identified Need :</p>	<ul style="list-style-type: none"> <li>• Students need an involved parent body to be successful and engaged in school. (Priority 3)</li> <li>• We need to increase the annual attendance rate in the District (Priority 5)</li> <li>• We believe that with increased parent participation at school, Pupil Engagement will increase and attendance rates may therefore also increase (Priority 5)</li> <li>• We believe that with increased parent involvement on campus will increase opportunities for non-English speaking families to make connections with other English speaking families. The result will be ELD student performance will be supported and show 1 level of progress each year via the CELDT. (Priority 3)</li> </ul> <p>METRICS:</p> <ul style="list-style-type: none"> <li>• 3A 14-15 LCAP Stakeholder survey indicated greater parent involvement needed</li> <li>• -Volunteer clipboard and volunteer binder is used to track parent involvement 53 volunteers in 2013-14</li> <li>• 5A Annual attendance rate for 14-15 = 92%</li> <li>• 3B Participation of ELD parents will increase In 14-15 0% of ELD parents participate in decision making opportunities (e.g. SSC, Parent Club, volunteerism)</li> <li>• The 2014-15 MRUSD LCAP Stakeholder Survey indicates an average score of 4.32 out of 5, with regard to our level of accomplishment with Goal 3- "Parents will be more involved on school campus at events and in the classrooms" 14-15 is the first year of the survey and sets the baseline.</li> </ul>	
<p>Goal Applies to:</p>	<p>Schools: LEA          Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>3A -Goal is 110 names in volunteer sign in binder</p> <ul style="list-style-type: none"> <li>3B Participation of ELD parents will increase 25% of ELD parents participate in decision making opportunities (e.g. SSC, Parent Club, volunteerism)</li> </ul> <p>5A -Attendance rate of 94%</p> <ul style="list-style-type: none"> <li>The MRUSD LCAP Stakeholder Survey will indicate an average score of 4.4 out of 5, with regard to our level of accomplishment with Goal 3</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
•Use One Call system to communicate events and needs to parents	LEA	<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)	•One Call System: 01-0000-0-1110-1000-5800-000-ELEM 5800: Professional/Consulting Services And Operating Expenditures Base \$260
•Have IT person post school newsletter on the school website	LEA	<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)	•IT Consultant: 01-0000-0-1110-2700-5840-000-TECH 5800: Professional/Consulting Services And Operating Expenditures Base \$1000
•Hold 2nd Cup of Coffee event w/ Principal 2X per year	LEA	<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)	Hold 2nd cup of coffee event with principal 2X per year cost part of principals salary shown in Goal #2 1000-1999: Certificated Personnel Salaries Base

		(Specify)	
•Hold monthly Parent Club mtgs on campus	LEA	<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)	Hold monthly Parent Club meetings on campus: custodial time part of Director of Maintenance position cost shown in goal #1 2000-2999: Classified Personnel Salaries Base
•Establish "room parent" and a class phone list for each classroom at Back to School Night, to help parents make connections for playdates, birthdays, etc.	LEA	<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)	Establish "room parent" and class phone list for each classroom at Back to School Night: Cost of Certificated Teachers salaries shown in Goal #2 1000-1999: Certificated Personnel Salaries Base
•Promote parent participation in the Garden Program	LEA	<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)	Part of Garden Coordinator salary shown in Goal #5
• Help parents make meaningful connections	LEA	<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)	Cost of Principals salary shown in Goal #2 1000-1999: Certificated Personnel Salaries Base

<p>•Strengthen Parent Club participation</p>	<p>LEA</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>Part of Principals salary shown in Goal #2 1000-1999:                  Certificated Personnel Salaries Concentration</p>
<p>•Principal can write Tiger Tale articles, One Call messages, and other communication to parents w/ a plea for volunteers &amp; recognize the difference they make</p>	<p>LEA</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>Part of principals salary shown in Goal #2 1000-1999:                  Certificated Personnel Salaries Base</p>
<p>•Develop email blast system for parent communication</p>	<p>LEA</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>Part of principals salary shown in Goal #2 1000-1999:                  Certificated Personnel Salaries Base</p>
<p>•Include a worksheet from Parents' Club in Back to School packet – parents can indicate volunteer interests</p>	<p>LEA</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>Portion of Copy machine costs: 01-0000-0-1110-1000-5601-000-COPY 4000-4999: Books And Supplies Base \$200                  Portion of Clerical salaries: 01-0000-0-1110-2700-2400-000-SCH 2000-2999: Classified Personnel Salaries General Fund \$200</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>3A -Goal is 115 names in volunteer sign in binder</p> <ul style="list-style-type: none"> <li>3B Participation of ELD parents will increase 50% of ELD parents participate in decision making opportunities (e.g. SSC, Parent Club, volunteerism)</li> </ul> <p>5A -Attendance rate of 95%</p> <ul style="list-style-type: none"> <li>The MRUSD LCAP Stakeholder Survey will indicate an average score of 4.5 out of 5, with regard to our level of accomplishment with Goal 3</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
•Use One Call system to communicate events and needs to parents	LEA	<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)	•Use One Call system to communicate events and needs to parents 5800: Professional/Consulting Services And Operating Expenditures \$300
•Have IT person post school newsletter on the school website	LEA	<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)	•Have IT person post school newsletter on the school website 5800: Professional/Consulting Services And Operating Expenditures \$100
•Hold 2nd Cup of Coffee event w/ Principal 2X per year	LEA	<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	2nd cup of coffee principals time 1000-1999: Certificated Personnel Salaries \$500

		English proficient _ Other Subgroups: (Specify)	
•Hold monthly Parent Club mtgs on campus	LEA	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Hold monthly Parent Club meetings on campus: custodial time 2000-2999: Classified Personnel Salaries Other \$200
•Establish “room parent” and a class phone list for each classroom at Back to School Night	LEA	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Room parent and class phone list for each classroom: 1000-1999: Certificated Personnel Salaries \$1000
•Promote parent participation in the Garden Program	LEA	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
• Help parents make meaningful connections	LEA	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>•Strengthen Parent Club participation</p>	<p>LEA</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>•Principal can write a letter to parents w/ a plea for volunteers &amp; the difference they make</p>	<p>LEA</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>4000-4999: Books And Supplies \$100                  Principal time 1000-1999: Certificated Personnel Salaries General Fund \$200</p>
<p>•Develop email blast system for parent communication</p>	<p>LEA</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>•Include a worksheet from Parents' Club in Back to School packet – parents can indicate volunteer interests</p>	<p>LEA</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>Include a worksheet from Parents Club in Back to School packet for parents to indicate volunteer interests 2000-2999: Classified Personnel Salaries \$200                  4000-4999: Books And Supplies Other \$100</p>

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	<p>3A -Goal is 120 names in volunteer sign in binder</p> <ul style="list-style-type: none"> <li>3B Participation of ELD parents will increase 75% of ELD parents participate in decision making opportunities (e.g. SSC, Parent Club, volunteerism)</li> </ul> <p>5A -Attendance rate of 95%</p> <ul style="list-style-type: none"> <li>The MRUSD LCAP Stakeholder Survey will indicate an average score of 4.6 out of 5, with regard to our level of accomplishment with Goal 3</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use One-Call system to communicate events and needs to parents	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)	Use One Call system to communicate events and needs to parents 5000-5999: Services And Other Operating Expenditures \$300
Have IT person post school newsletter on the school website	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)	Have IT person post school newsletter on the school website 5000-5999: Services And Other Operating Expenditures \$150
Hold 2nd Cup of Coffee event w/ Principal 2X per year	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Hold 2nd cup of coffee event with Principal 2X per year: Principal salary 1000-1999: Certificated Personnel Salaries \$1000



		_ Other Subgroups: (Specify)	
Hold monthly Parent Club meetings on campus	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hold monthly Parent Club meetings on campus: custodial time 2000-2999: Classified Personnel Salaries Other \$250
Maintain "room parent" and a class phone list for each classroom at Back to School Night	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)	Maintain "room parent" and a class phone list for each classroom at Back to School Night
Promote parent participation in the Garden Program	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)	
Help parents make meaningful connections	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Strengthen parent Club participation</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>Principal can write a letter to parents with a pleas for volunteers and the difference they make</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Principal writes letter to parents 1000-1999: Certificated Personnel Salaries Other \$200</p>
<p>Develop email blast system for parent communication</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>Include a worksheet from Parents' Club in Back to School packet</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Include a worksheet from Parents Club in Back to School packet for parents to indicate volunteer interest 4000-4999: Books And Supplies Other \$200                  Clerical salaries 2000-2999: Classified Personnel Salaries Other \$500</p>

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

GOAL 4:	Maintain a safe campus, where students feel safe and secure at school.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	<ul style="list-style-type: none"> <li>• Students need a safe and secure environment</li> <li>• The 13-14 Parent Satisfaction survey contained comments indicating a need for better, safe supervision and programming from 8am-8:25am, before school. (Rating 2.66 out of 3 in before school safety rating.)</li> </ul> <p>METRIC:</p> <ul style="list-style-type: none"> <li>• 6A Number of annual suspensions will go down from 20 incidents in 14-15</li> <li>• 6B No expulsions</li> <li>• 6C The Parent Satisfaction Survey will demonstrate improvement in the score for "before school safety" (from 2.66 out of 3 in 2013-14 &amp; 2.47 out of 3 in 14-15)</li> <li>• The 2014-15 MRUSD LCAP Stakeholder Survey indicates an average score of 4.09 out of 5, with regard to our level of accomplishment with Goal 4- "Maintain a safe campus, where students feel safe and secure at school." 14-15 is the first year of the survey and sets the baseline.</li> </ul>
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Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All
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**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• 6A Goal is suspensions will be 18 or less in 2015-16</li> <li>• 6B Continue to have no expulsions</li> <li>• 6C Look to improve the "before school" safety scores on the survey to 2.70</li> <li>• The MRUSD LCAP Stakeholder Survey indicates an average score of 4.20 out of 5, with regard to our level of accomplishment with Goal 4.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Develop school-wide uniform behavior expectations (norms) articulated for each grade level K-8	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Principals salary shown in Goal #2 1000-1999: Certificated Personnel Salaries Base

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
•Teach life skills such as “Habitudes” via Tribes program	LEA	<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)	Principals salary shown in Goal #2 1000-1999: Certificated Personnel Salaries Base
•Have adequate adults for student supervision	LEA	<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)	Para Professional salaries shown in goal 2 2000-2999: Classified Personnel Salaries Supplemental
•Tiger awards & classroom awards to support positive behavior	LEA	<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)	Portion of Clerical Office salaries: 01-0000-0-1110-2700-2400-000-SUB 2000-2999: Classified Personnel Salaries Base \$1000
•Monthly safety drills for variety of emergencies	LEA	<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	Principals salary shown in Goal #2 1000-1999: Certificated Personnel Salaries Base

		English proficient _ Other Subgroups: (Specify)	
•Train staff on uniform behavior expectations	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Principal salary shown in goal #2 1000-1999: Certificated Personnel Salaries Base
•Provide students with weekly counseling services	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Amount and budget code shown in Goal #7 0000: Unrestricted
For low income pupils:  • Principal runs lunchtime Magic Club to give students access to “special time” with a caring adult, plus relationship building & social skill instruction	LEA	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Portion of Principal/Superintendent Salary: 01-000-0-0000-7150-1300-000-DIST 1000-1999: Certificated Personnel Salaries Concentration \$1000
•Provide “Family Wraparound,” a multi-disciplinary team of service providers and school personnel that meets monthly to provide long-term family case management for at-risk MRUS families.	LEA	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	•Portion of Principal/Supt salary: 01-0000-0-0000-7150-1300-000-DIST 1000-1999: Certificated Personnel Salaries Supplemental \$2,676

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• 6A Goal is suspensions will be 16 or less in 2016-17</li> <li>• 6B Continue to have no expulsions</li> <li>• 6C Look to improve the “before school” safety scores on the survey to 2.75</li> <li>• The MRUSD LCAP Stakeholder Survey indicates an average score of 4.25 out of 5, with regard to our level of accomplishment with Goal 4.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>• Develop school-wide uniform behavior expectations (norms) articulated for each grade level K-8</li> </ul>	LEA	<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)	
<ul style="list-style-type: none"> <li>• Teach life skills such as “Habitudes” via Tribes program</li> </ul>	LEA	<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)	
<ul style="list-style-type: none"> <li>• Have adequate adults for student supervision</li> </ul>	LEA	<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)	

		(Specify)	
•Tiger awards & classroom awards to support positive behavior	LEA	<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)	Clerical Office salaries 2000-2999: Classified Personnel Salaries \$1000
•Monthly safety drills for variety of emergencies	LEA	<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)	
•Train staff on uniform behavior expectations	LEA	<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)	Train Staff on uniform behavior expectations: Principals salary 1000-1999: Certificated Personnel Salaries \$3000
•Provide students with weekly counseling services	LEA	<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)	•Provide students with weekly counseling services 1000-1999: Certificated Personnel Salaries Base \$13,556 1000-1999: Certificated Personnel Salaries Base \$8,054

<p>For low income pupils:</p> <ul style="list-style-type: none"> <li>Principal runs lunchtime Magic Club to give students access to “special time” with a caring adult, plus relationship building &amp; social skill instruction</li> </ul>	<p>LEA</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Principal runs Magic Club at lunch 1000-1999: Certificated Personnel Salaries Supplemental \$1000</p>
<ul style="list-style-type: none"> <li>•Provide “Family Wraparound,” a multi-disciplinary team of service providers and school personnel that meets monthly to provide long-term family case management for at-risk MRUS families.</li> </ul>	<p>LEA</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<ul style="list-style-type: none"> <li>•Provide “Family Wraparound,” a multi-disciplinary team of service providers and school personnel that meets monthly to provide long-term family case management for at-risk MRUS families. 1000-1999: Certificated Personnel Salaries Supplemental \$3,635</li> </ul>

**LCAP Year 3: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• 6A Goal is suspensions will be 15 or less</li> <li>• 6B Continue to have no expulsions</li> <li>• 6C Look to improve the “before school” safety scores on the survey to 2.80 out of 3</li> <li>• The MRUSD LCAP Stakeholder Survey indicates an average score of 4.30 out of 5, with regard to our level of accomplishment with Goal 4.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop school-wide uniform behavior expectations (norms) articulated for each grade level K-8</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	



<p>Teach life skills such as "Habitudes" via Tribes program</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>Have Adequate adults for student supervision</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>Tiger awards &amp; classroom awards to support positive behavior</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Clerical Office salaries 2000-2999: Classified Personnel                  Salaries Other \$1000</p>
<p>Monthly safety drills for variety of emergencies</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>Train staff on uniform behavior expectations</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Principal trains staff 1000-1999: Certificated Personnel</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)	Salaries Other \$2000
Provide students with weekly counseling services	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide students with weekly counseling services Base \$14,000
For low income pupils: Principal runs lunchtime Magic Club to give students access to "special time" with a caring adult, plus relationship building and social skill instruction	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Magic Club 1000-1999: Certificated Personnel Salaries Concentration \$1000
Provide "Family Wraparound", a multi-disciplinary team of service providers and school personnel that meets monthly to provide long-term family case management for at-risk MRUS families.	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Family Wrap-Around Services 1000-1999: Certificated Personnel Salaries Supplemental \$3000

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

<p>GOAL 5:</p>	<p>Monte Rio School will promote wellness, nutrition and physical fitness among all students K-8.</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>          COE only: 9 _ 10 _          Local : Specify</p>
<p>Identified Need :</p>	<ul style="list-style-type: none"> <li>• Students (especially low income students) need access to healthy food throughout the school day, including before and after school time. (Priority 8)</li> <li>• Some 5-8th graders have poor upper body strength, and as a result, have difficulty passing the annual Physical Fitness Test (Priority 8)</li> <li>• There is insufficient play equipment installed on the 3-8th grade playground to allow for instruction of certain PE skills (Priority 1)</li> </ul> <p>METRIC:</p> <ul style="list-style-type: none"> <li>• 8A Scores will improve on the physical fitness exam. All but one student passed in 14-15</li> <li>• 1C District will provide PE equipment for all grades. Play structure only available for K-3 grade in 13-14 and 14-15. Balls purchased only for grades 4-8 grade in 13-14 &amp; 14-15. Tracking Phase II of play equipment installation to be completed.</li> <li>• 8A Percent of participation using the school food program (including free, reduced, and paid) - Baseline annual percentage of program use = 61% of all students participated as either "free" or "reduced" in 2014-15. (68% of students participation as either "free" or "reduced" in 13-14)</li> <li>• The 2014-15 MRUSD LCAP Stakeholder Survey indicates an average score of 4.12 out of 5, with regard to our level of accomplishment with Goal 5- "Monte Rio School will promote wellness, nutrition and physical fitness among all students K-8." 14-15 is the first year of the survey and sets the baseline.</li> </ul>	
<p>Goal Applies to:</p>	<p>Schools: LEA          Applicable Pupil Subgroups:</p>	<p>All</p>

**LCAP Year 1: 2015-16**

- Expected Annual Measurable Outcomes:
- 8A All students will pass the PFT
  - 1C Complete Phase II of Installation of play equipment for 4-8th grade playground
  - 8A Percent of participation using the school food program (including free & reduced, vs. paid) - Baseline annual percentage of program use = 61% of all students participated as either "free" or "reduced" in 2014-15. (68% participation in free or reduced in 13-14)
  - The MRUSD LCAP Stakeholder Survey will indicate an average score of 4.20 out of 5, with regard to our level of accomplishment with Goal 5.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>•Provide students with free &amp; reduced breakfast and lunch, and snack program</p>	<p>LEA</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>•13-5310-0-0000-3700-4710-000-0000 4000-4999: Books And Supplies Fund 13 \$500                      13-5310-0-0000-3700-2200-000-0000 2000-2999: Classified Personnel Salaries Base \$27,613                      3000-3999: Employee Benefits Fund 13 \$11,065</p>
<p>•Provide Garden &amp; Nutrition Program and Teacher</p>	<p>LEA</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>01-9002-0-1515-1000-1100-000-0000 1000-1999: Certificated Personnel Salaries Base \$9,899                      01-9002-0-1515-1000-3XXX-000-0000 3000-3999: Employee Benefits Base \$1,584</p>
<p>•Maintain the Environmental Education Site</p>	<p>LEA</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>Parent volunteers No cost in 15-16 \$0</p>

		(Specify)	
•Provide Health and Nutrition curriculum K-8	LEA	<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)	01-0000-0-1110-1000-4390-000-ELEM 4000-4999: Books And Supplies General Fund \$100
•Produce a Garden & Nutrition Newsletter with students and send home for increased family participation in good nutrition practices	LEA	<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)	01-0000-0-1110-1000-5601-000-COPY 5000-5999: Services And Other Operating Expenditures General Fund \$100
•Publish the Monte Rio Cookbook, with contributed healthy family recipes from students.	LEA	<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)	•01-0000-0-1110-1000-5601-000-COPY 5000-5999: Services And Other Operating Expenditures General Fund \$100
•Provide annual free dental clinic for MRUS students.	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Nursing services: Paid to SE Consortium 01-6500-0-5770-1120-5830-000-0000 5800: Professional/Consulting Services And Operating Expenditures General Fund \$950

<p>•Help students get glasses when needed.</p>	<p>LEA</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Cost of nursing services listed above</p>
<p>For low income pupils:</p> <ul style="list-style-type: none"> <li>• Provide school breakfast program</li> </ul>	<p>LEA</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>•Provide school breakfast program: clerical support full amount shown in Goal #2 2000-2999: Classified Personnel Salaries Supplemental</p>
<p>•Provide free fresh fruits &amp; vegetables and milk at morning recess.</p>	<p>LEA</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>13-5310-0-0000-3700-4710-000-0000 4000-4999: Books And Supplies Supplemental \$1,500</p>
<p>•Provide free clothing (jackets, shoes, etc) and school supplies to students</p>	<p>LEA</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Donations no cost in 15-16 \$0</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- 8A All students will pass the PFT
- 1C Complete Phase II of Installation of play equipment for 4-8th grade playground
- Purchase new gym mats for all grade's use
- Purchase play equipment (balls, jumprope, cones) for K-3 grade student use
- 8A Percent of participation using the school food program (including free, reduced, and paid) - Annual percentage of program use =70%
- The MRUSD LCAP Stakeholder Survey will indicate an average score of 4.25 out of 5, with regard to our level of accomplishment with Goal 5.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>•Provide students with free &amp; reduced Breakfast and Lunch program</p>	<p>LEA</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>•Provide students with free fresh fruits &amp; vegetables and milk at morning recess 4000-4999: Books And Supplies Fund 13 \$1550</p> <hr/> <p>Provide students with free &amp; reduced Breakfast and Lunch program Fund 13 \$50,794</p>
<p>•Provide Garden &amp; Nutrition Program and Teacher</p>	<p>LEA</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>Provide garden and nutrition teacher: RS 9002 1000-1999: Certificated Personnel Salaries \$9,899</p> <hr/> <p>3000-3999: Employee Benefits \$1,616</p>
<p>•Maintain the Environmental Education Site</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	<p>Maintenance staff salary</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
•Provide Health and Nutrition curriculum K-8	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Other \$100
•Produce a Garden & Nutrition Newsletter with students and send home for increased family participation in good nutrition practices	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Nutrition Newsletter: Copying costs 5000-5999: Services And Other Operating Expenditures \$200
•Publish the Monte Rio Cookbook, with contributed healthy family recipes from students.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	<ul style="list-style-type: none"> <li>• Publish the Monte Rio Cookbook, with contributed healthy family recipes from students.                      Copying expense                      5000-5999: Services And Other Operating Expenditures                      General Fund \$100</li> </ul>
•Provide annual free dental clinic for MRUS students.	LEA	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	nursing services: RS 6500 5800: Professional/Consulting Services And Operating Expenditures \$950



		(Specify)	
•Help students get glasses when needed.	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
For low income pupils: • Provide school breakfast program	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide School Breakfast : clerical support 2000-2999: Classified Personnel Salaries General Fund \$1,800
•Provide free fresh fruits & vegetables and milk at morning recess.	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	•Provide free fresh fruits & vegetables and milk at morning recess. 4000-4999: Books And Supplies Fund 13 \$1,800
•Provide free clothing (jackets, shoes, etc) and school supplies to students	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Donations

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:

- 8A All students will pass the PFT
- 1C Complete Phase II of Installation of play equipment for 4-8th grade playground
- Purchase new gym mats for all grade's use
- Purchase play equipment (balls, jumprope, cones) for K-3 grade student use
- 8A Percent of participation using the school food program (including free, reduced, and paid) - Annual percentage of program use =72%
- The MRUSD LCAP Stakeholder Survey will indicate an average score of 4.30 out of 5, with regard to our level of accomplishment with Goal 5.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide students with free & reduced Breakfast and Lunch program	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)	Provide students with free & reduced Breakfast and Lunch Program 2000-2999: Classified Personnel Salaries Fund 13 \$28,165 <hr/> 4000-4999: Books And Supplies Fund 13 \$500
Provide Garden and Nutrition program	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)	Garden & Nutrition teacher 1000-1999: Certificated Personnel Salaries Other \$9,899 <hr/> 3000-3999: Employee Benefits Other \$1,700
Maintain the Environmental Education Site	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 <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide Health and Nutrition 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 <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Health & Nutrition curriculum: Copying expense 5000-5999: Services And Other Operating Expenditures Other \$200
Produce a Garden & Nutrition Newsletter with students and send home for increased family participation in good nutrition practices	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 <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Nutrition Newsletter: copying expenses 5000-5999: Services And Other Operating Expenditures Other \$100
Publish the Monte Rio Cookbook with contributed health family recipes from students	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Publish cookbook: Copying expense 5000-5999: Services And Other Operating Expenditures Other \$150
Provide annual free dental clinic	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups:	Nursing services: Paid to SE consortium RS 6500 5000-5999: Services And Other Operating Expenditures Concentration \$950 <hr/> Electricity for equipment 5000-5999: Services And Other Operating Expenditures Other \$100

		(Specify)	
Help students get glasses when needed	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
For low income pupils: Provide school breakfast program	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide school breakfast program: clerical support 2000-2999: Classified Personnel Salaries Supplemental \$2000
Provide free fresh fruits and vegetables and milk at morning recess	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide free fresh fruits and vegetables and milk at morning recess 4000-4999: Books And Supplies Supplemental \$1,800
Provide free clothing (jackets, shoes, etc) and school supplies to students	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Donations

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

<p>GOAL 6:</p>	<p>Monte Rio School will provide students with an enriched education including: performing &amp; visual arts, PE, and technology</p>	<p>Related State and/or Local Priorities:          1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 X 8 _          COE only: 9 _ 10 _          Local : Specify</p>
<p>Identified Need :</p>	<ul style="list-style-type: none"> <li>• Students need an enriched education, including: performing and visual arts, PE, and technology (Priority 7)</li> <li>• Attendance rates need to improve (Priority 5)</li> </ul> <p>METRIC:</p> <ul style="list-style-type: none"> <li>• 7A An enriched education will be evident via student performances and examples of project-based learning</li> <li>• (Baseline in 14-15 = 1 drama performance/yr each grade 3-8)</li> <li>• 5A Attendance rates will indicate student engagement</li> <li>• Baseline 92.89% Attendance rate in 2013-14</li> <li>• 5B Chronic absenteeism – 9 students entered the SARB process in 2013-14</li> <li>• The 2014-15 MRUSD LCAP Stakeholder Survey indicates an average score of 4.30 out of 5, with regard to our level of accomplishment with Goal 6- "Monte Rio School will provide students with an enriched education including: performing &amp; visual arts, PE, and technology." 14-15 is the first year of the survey and sets the baseline.</li> </ul> <p>N/A: Middle school drop out rates, high school drop out rates, high school graduation rate</p>	
<p>Goal Applies to:</p>	<p>Schools: LEA          Applicable Pupil Subgroups:</p>	<p>All</p>

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:

- 7A In 15-16, 1-2 Performances for grades K-8 per year.
- 5A Attendance rate improves to 95%
- 5B Number of students in the SARB process is reduced to 8
- The MRUSD LCAP Stakeholder Survey will indicate an average score of 4.35 out of 5, with regard to our level of accomplishment with Goal 6

N/A: Middle school drop out rates, high school drop out rates, high school graduation rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
•Hire music educators for Orff & Mr. Music Instruction		<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)	<ul style="list-style-type: none"> <li>• Hire music educators for Orff &amp; Mr. Music instruction 01-9001-0-1510-1000-5830-000-XXXX 5000-5999: Services And Other Operating Expenditures \$14,300</li> </ul>
•Contract with a Drama Teacher, Visual Arts Teacher and Poet to teach enrichment courses to students		<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)	<ul style="list-style-type: none"> <li>•01-9003-0-1275-1000-5860-000-XXXX 5800: Professional/Consulting Services And Operating Expenditures Base \$6,630</li> <li>5800: Professional/Consulting Services And Operating Expenditures Base \$2175</li> </ul>
•Maintain the PE equipment and structure	LEA	<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	<ul style="list-style-type: none"> <li>•01-0000-0-0000-8210-4400-000-OPER 4000-4999: Books And Supplies \$500</li> </ul>

		English proficient _ Other Subgroups: (Specify)	
•Add PE equipment installation for middle school students' tested PE skills	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See Goal #1
•Contract for IT support to maintain the computer lab and cart.	LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	01-0000-0-1110-2700-5840-000-TECH 0000: Unrestricted \$5500

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• 7A In 15-16, 2-3 Performances for grades K-8 per year.</li> <li>• 5A Attendance rate improves to 96%</li> <li>• 5B Number of students in the SARB process is reduced to 7</li> <li>• The MRUSD LCAP Stakeholder Survey will indicate an average score of 4.40 out of 5, with regard to our level of accomplishment with Goal 6</li> </ul> <p>N/A: Middle school drop out rates, high school drop out rates, high school graduation rate</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
•Hire music educators for Orff & Mr Music lessons	LEA	<input checked="" type="checkbox"/> All OR:	•Hire music educators for Orff & Mr Music 5000-5999: Services And Other Operating Expenditures \$14,550



		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
•Contract with a Drama Teacher, Visual Arts Teacher and Poet to teach enrichment courses to students	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	•Contract with a Drama Teacher, Visual Arts Teacher and Poet to teach enrichment courses to students 5800: Professional/Consulting Services And Operating Expenditures \$5,540 <hr/> 5800: Professional/Consulting Services And Operating Expenditures \$800
•Maintain the PE equipment and structure	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies \$500 <hr/> Structure addressed in Goal #1 <hr/> Maintenance 2000-2999: Classified Personnel Salaries \$500
•Contract for IT support to maintain the computer lab and cart.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Unrestricted services 0000: Unrestricted \$6000

**LCAP Year 3: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• 7A In 15-16, 2-3 Performances for grades K-8 per year.</li> <li>• 5A Attendance rate holds at 96% or above</li> <li>• 5B Number of students in the SARB process is reduced to 6</li> <li>• The MRUSD LCAP Stakeholder Survey will indicate an average score of 4.45 out of 5, with regard to our level of accomplishment with Goal 6</li> </ul> <p>N/A: Middle school drop out rates, high school drop out rates, high school graduation rate</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire music educators for Orff and Mr. Music Instruction	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)	Orff and Mr. Music Instruction: RS 9001 5000-5999: Services And Other Operating Expenditures Other \$14,550
Contract with a Drama Teacher, Visual Arts Teacher and Poet to teach enrichment courses to students	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Drama Teacher, Visual Arts Teacher, & Poet RS 9003 5000-5999: Services And Other Operating Expenditures Other \$6,500
Maintain the PE equipment and structure	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	Maintain PE equipment and structure 2000-2999: Classified Personnel Salaries General Fund \$1000

		English proficient _ Other Subgroups: (Specify)	
Add PE equipment for middle school	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	completed in 15-16
Contract for IT support to maintain the computer lab and cart	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Contract for IT support to maintain the computer lab and cart 5000-5999: Services And Other Operating Expenditures General Fund \$7000

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

<p>GOAL 7:</p>	<p>Students with exceptional needs or challenges (e.g. ELD, Special Education, Low-SES, Title 1/RTI) will receive the support they need to access the grade-level curriculum.</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/>          COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>          Local : Specify</p>
<p>Identified Need :</p>	<p>Goal 7 is a new goal, to begin in 2015-16. After reviewing the 14-15 LCAP we realized that the plan did not give enough directed intention toward the success of the unduplicated count sub-groups. At Monte Rio School our demographics include a large low SES subgroup of approximately 70%. Our EL population is small, around 3%. So as a result all our programs are designed to meet the needs of low income students. The effort was not explicitly addressed in the LCAP, even if it was done in practice. On the other hand, because our EL family group is so small, we believe their needs could be overlooked, and require more explicit attention. Therefore, this specific goal was written, to ensure the exceptional needs of students are addressed so that they all have equal access to grade level curriculum, and therefore, students are adequately prepared for annual assessments.</p> <ul style="list-style-type: none"> <li>• 7C 50% students with IEPs need support to access to grade level curriculum. (Priority 7)</li> <li>• 2B, 7B 50% students require support with English Language Development to access grade level curriculum (Priority 2)</li> <li>• 7B 50% students who come from low-SES require support to be successful with grade level curriculum (Priority 7)</li> <li>• 3C Students with exceptional needs are supported by the participation of their parents in their educational process (Priority 3)</li> <li>• 1A The school needs a collaborative team of classified para educators and a highly qualified certificated staff, including a certificated staff member with credentials and training to teach RSP &amp; Gen Ed, administer the CELDT, and provide RTI as needed by diverse student population. (Priority 1)</li> </ul>	
<p>Goal Applies to:</p>	<p>Schools: All          Applicable Pupil Subgroups:</p>	<p>Low income; English Learners; Foster Youth; Re-designated Fluent; and Title 1 students</p>

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>As Goal 7 begins in 15-16, there is no way to review the 2014-15 progress. The following is provided as a stepping off point for the 2015-16 school year:</p> <ul style="list-style-type: none"> <li>• 3C Learning Center Teacher will track the attendance of parents at IEP, SST, and other meetings for the support of their child</li> <li>• 80% of parents of students with exceptional needs will participate in their child's education</li>   <li>• 7B Low SES students will achieve at the same rate of proficiency as all students</li> <li>• 80% of low SES students will achieve proficiency compared to all students</li>   <li>• 7B, 2B 80% of ELD students have access to grade level curriculum</li>   <li>• 7C Students with IEPs will demonstrate progress towards IEP goals tied to grade level standards</li> <li>• RSP Teacher will track IEP data in a reportable collection beginning 2015-16, devising a percentage among all IEPs of grade-level standards based goals met per year</li> <li>• 80% of students with exceptional needs will meet IEP goals</li>   <li>• 1A The District employs a certificated staff member with credentials and training to teach RSP &amp; Gen Ed, administer the CELDT, and provide RTI as needed by diverse student population. The position is hired at an FTE percentage commensurate to the number of special needs students on her caseload. 27 students = full load/1.0 FTE</li> <li>• Learning Center Teacher is at .45FTE in 15-16 and can take a caseload of up to 12 students at that percentage, currently serving 5 students</li>   <li>• In 15-16, Goal 7 will be added to the LCAP Stakeholder Survey. No baseline data available yet.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
•Employ an RSP Teacher to provide an array of RTI support to students via our Learning Center	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Title 1	RSP Teacher salary shown in Goal #2: 01-6500-0-5770-1120-1100-000-0000 & 01-3310-0-5770-1120-1100-000-0000
•Learning Center Teacher to reach out and keep parents of special needs students connected and participating in their child's education	LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	See above item

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Title 1	
<ul style="list-style-type: none"> <li>RSP Teacher to collaborate with General Education Teachers to support the success of students with exceptional needs achieving proficiency at grade level curriculum</li> <li>Restructured days each Thursday; 1 Thursday reserved for certificated collaboration each month</li> </ul>	LEA	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Title 1	See above items
<ul style="list-style-type: none"> <li>Learning Center Teacher will push into the Gen Ed classroom to provide additional support to students with special needs</li> </ul>	LEA	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Title 1	See all of above
<ul style="list-style-type: none"> <li>Learning Center Teacher will pull identified students out for support in the Learning Center</li> </ul>	LEA	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Title 1	See all of above items
Para educators provide support in the gen ed classroom for students with special needs to access grade level curriculum	LEA	___ 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	See Goal #2 for cost of para educators

		English proficient X Other Subgroups: (Specify) Title 1	
•School Counselor provides academic support and emotional support for the stressors students with special needs experience at school	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Title 1	01-0000-0-1110-3110-1200-000-CNSL 1000-1999: Certificated Personnel Salaries General Fund 14,990

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• 3C Learning Center Teacher will track the attendance of parents at IEP, SST, and other meetings for the support of their child</li> <li>• 90% of parents of students with exceptional needs will participate in their child's education</li> <li>• 7B Low SES students will achieve at the same rate of proficiency as all students</li> <li>• 90% of low SES students will achieve proficiency compared to all students</li> <li>• 7B, 2B 90% of ELD students have access to grade level curriculum</li> <li>• 7C Students with IEPs will demonstrate progress towards IEP goals tied to grade level standards</li> <li>• RSP Teacher will track IEP data in a reportable collection beginning 2015-16, devising a percentage among all IEPs of grade-level standards based goals met per year</li> <li>• 90% of students with exceptional needs will meet IEP goals</li> <li>• 1A The District employs a certificated staff member with credentials and training to teach RSP &amp; Gen Ed, administer the CELDT, and provide RTI as needed by diverse student population. The position is hired at an FTE percentage commensurate to the number of special needs students on her caseload. 27 students = full load/1.0 FTE</li> <li>• Learning Center Teacher is at .45FTE in 15-16 and can take a caseload of up to 12 students at that percentage, currently serving 5 students</li> <li>• In 15-16, Goal 7 will be added to the LCAP Stakeholder Survey. No baseline data available yet.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
•Employ an RSP Teacher to provide an array of RTI support to students via our Learning Center	LEA	_ All OR:	

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Title 1	
•Learning Center Teacher to reach out and keep parents of special needs students connected and participating in their child's education	LEA	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Title 1	
• RSP Teacher to collaborate with General Education Teachers to support the success of students with exceptional needs achieving proficiency at grade level curriculum	LEA	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Title 1	
•Learning Center Teacher will push into the Gen Ed classroom to provide additional support to students with special needs	LEA	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Title 1	
•Learning Center Teacher will pull identified students out for support in the Learning Center	LEA	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	



		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Title 1</u>	
<p>•School Counselor provides academic support and emotional support for the stressors students with special needs experience at school</p>	<p>LEA</p>	<p><input type="checkbox"/> All -----  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Title 1</u></p>	
<p>Para educators provide support in the gen ed classroom for students with special needs to access grade level curriculum</p>	<p>LEA</p>	<p><input type="checkbox"/> All -----  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Title 1</u></p>	
<p>-Restructured days each Thursday; 1 Thursday reserved for certificated collaboration each month. So teachers can better serve students with special needs</p>	<p>LEA</p>	<p><input type="checkbox"/> All -----  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>title 1</u></p>	

**LCAP Year 3: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• 3C Learning Center Teacher will track the attendance of parents at IEP, SST, and other meetings for the support of their child</li> <li>• 100% of parents of students with exceptional needs will participate in their child's education</li>   <li>• 7B Low SES students will achieve at the same rate of proficiency as all students</li> <li>• 100% of low SES students will achieve proficiency compared to all students</li>   <li>• 7B, 2B 100% of ELD students have access to grade level curriculum</li>   <li>• 7C Students with IEPs will demonstrate progress towards IEP goals tied to grade level standards</li> <li>• RSP Teacher will track IEP data in a reportable collection beginning 2015-16, devising a percentage among all IEPs of grade-level standards based goals met per year</li> <li>• 100% of students with exceptional needs will meet IEP goals</li>   <li>• 1A The District employs a certificated staff member with credentials and training to teach RSP &amp; Gen Ed, administer the CELDT, and provide RTI as needed by diverse student population. The position is hired at an FTE percentage commensurate to the number of special needs students on her caseload. 27 students = full load/1.0 FTE</li> <li>• Learning Center Teacher is at .45FTE in 15-16 and can take a caseload of up to 12 students at that percentage, currently serving 5 students</li>   <li>• In 15-16, Goal 7 will be added to the LCAP Stakeholder Survey. No baseline data available yet.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
•Employ an RSP Teacher to provide an array of RTI support to students via our Learning Center	LEA	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Title 1	
•Learning Center Teacher to reach out and keep parents of special needs students connected and participating in their child's education	LEA	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Title 1	
<ul style="list-style-type: none"> <li>RSP Teacher to collaborate with General Education Teachers to support the success of students with exceptional needs achieving proficiency at grade level curriculum</li> </ul>	LEA	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Title 1	
<ul style="list-style-type: none"> <li>Learning Center Teacher will push into the Gen Ed classroom to provide additional support to students with special needs</li> </ul>	LEA	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Title 1	
<ul style="list-style-type: none"> <li>Learning Center Teacher will pull identified students out for support in the Learning Center</li> </ul>	LEA	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Title 1	
<ul style="list-style-type: none"> <li>School Counselor provides academic support and emotional support for the stressors students with special needs experience at school</li> </ul>	LEA	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	

<p>•Para educators provide support in the gen ed classroom for students with special needs to access grade level curriculum</p>	<p>LEA</p>	<p>Title 1  <input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)                  Title 1</p>	
<p>-Restructured days each Thursday; 1 Thursday reserved for certificated collaboration each month. So teachers can better serve students with special needs.</p>	<p>LEA</p>	<p><u>title 1</u>  <input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)                  title 1</p>	

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:	Students will have a safe, comfortable, and attractive school, with an up-to-date infrastructure, in which to learn and thrive.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1C -Maintain a rating of "good" in all areas of FIT (Priority 1) 7A -All 5th gr and 7th gr students will be able to pass the PFT (Priority 7) 8A -The 2015-16 MRUSD LCAP Stakeholder Survey will indicate an average score of 4.4 out of 5, with regard to our level of accomplishment with Goal 1, and comments suggesting PE needs to be "more engaging" will disappear from the survey. (Priority 8)	Actual Annual Measurable Outcomes:	The baseline FIT indicated 1 area rated "poor" and all other areas "good." • The "poor" rating was due to needed roof repairs. Repairs were completed in 14-15. • The next occasion for administering the FIT is not until Oct 2015.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
•District to employ a Head of Maintenance to identify and oversee facility projects	Budgeted Expenditures 5000-5999: Services And Other Operating Expenditures Fund 40 \$5000	A Project Manager was hired to manage the completion of the beam project.	Estimated Actual Annual Expenditures Dry Rot beam repair project manager cost: 40-0000-0-0000-8210-5830-000-LCAP 5000-5999: Services And Other Operating Expenditures Fund 40 \$5,000
Scope of Service	LEA	Scope of Service	LEA
<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 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)	

_ Other Subgroups: (Specify)											
•Develop a list of facility maintenance projects and their costs	part of above cost	The hired Project Manager assed the facility and created a list of facility maintenance projects and their costs, as part of a bond exploration process. Projects in excess of \$3M were identified.	part of above cost								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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)         </td> </tr> </table>	Scope of Service	LEA	<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)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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)         </td> </tr> </table>	Scope of Service	LEA	<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)		
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•The Board will explore going out for a bond	No cost \$0	•The Board worked with Issom Associates to explore going out for a bond. A survey of the community was completed, which found approximately 70% of the community were likely to vote in favor of a bond for MRUSD. The Board Trustees were divided in their interest to further pursue a bond and the endeavor was tabled indefinitely.	No cost \$0								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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)         </td> </tr> </table>	Scope of Service	LEA	<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)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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)         </td> </tr> </table>	Scope of Service	LEA	<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)		
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<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)											
•Install PE equipment for middle	No cost budgeted \$0	• Ross Recreation was contacted	No cost incurred \$0								

<p>school requirements (i.e. chin up bars, sit up benches)</p>		<p>and owner, Ewing Philben, came to MRS campus to begin plans for phase II of play equipment project.</p> <ul style="list-style-type: none"> <li>Stakeholders looked at catalogues and nominated their favorite pieces of equipment.</li> </ul> <p>Stakeholder groups included: teachers, yard supervisors, students, school site council, Board of Trustees, and public meetings.</p> <ul style="list-style-type: none"> <li>As of May 2015, the project is at the Board level awaiting approval.</li> <li>A construction company has been contacted to arrange for ground prep.</li> </ul>	
<p>Scope of Service   LEA</p> <hr/> <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>Scope of Service   LEA</p> <hr/> <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>•Update data port access and phone system</p>	<p>No cost budgeted \$0</p>	<ul style="list-style-type: none"> <li>This project has been partially accomplished.</li> </ul> <p>Investments were made in the infrastructure of data flow around campus.</p> <ul style="list-style-type: none"> <li>The phone system has not been addressed.</li> </ul>	<p>3 Meraki router switches installed: Fund 14 6000-6999: Capital Outlay \$10,325</p>
<p>Scope of Service   LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>		<p>Scope of Service   LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	



<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
•Complete fence and repair gate adjacent to blacktop	Fund 14 Deferred Maintenance 5000-5999: Services And Other Operating Expenditures \$5000	•This project is slated for the summer of 2015.	repair delayed to 15-16 \$0				
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<b>Scope of Service</b>	LEA						
<b>Scope of Service</b>	LEA						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> <li>• The Board decided not to go out for a Bond. Therefore, the list of projects must be reassessed for financial feasibility.</li> <li>• The Head of Maintenance had to go out on a prolonged medical leave and is not likely to return, though the District awaits a letter of resignation that will allow for a new hire in the position. The lack of a skilled person in this role has limited the jobs that could be accomplished in 14-15. As a result, the gate project is pushed forward as a goal for 15-16.</li> <li>• The Play equipment remains a priority, based on LCAP stakeholder feedback. Plans continue to install play equipment for 4-8th graders in the summer leading to the 15-16 school year.</li> <li>• Students were consulted in grades 3-8 to give input on the equipment. They shared their class's preferences via their teacher.</li> <li>• Classified and certificated staff were consulted on the play equipment and all are in favor of continuing to project into 15-16.</li> <li>• School Site Council was consulted and recommended to the Board that the funds be spent to acquire the necessary play equipment. SSC approves the continuation of the play equipment project into yr 15-16.</li> </ul>						

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:	Students will be proficient in grade level standards.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Results of benchmark assessments – currently 69.8% proficient ELA 71.4% proficient Math</li> <li>CST science, 5th gr 77% 8th gr 89%</li> <li>4A Proficient &amp; above via the following measures: teacher observation, CAASP, district benchmark testing in ELA &amp; Math;</li> <li>4D EL students need to make progress towards English proficiency at a rate of one level progress per year on the CELDT In 14-15, 75% of EL students progressed one level per year</li> <li>4E EL students need to reclassify to FEP In 14-15 0% of students have reclassified to FEP</li> <li>2B EL students need to access the new State Standards In 14-15, 75% of EL students are accessing the new standards</li> <li>2A Teachers will receive professional development in the new CA State Standards In 2014-15, 60% of teachers are teaching the new ELA &amp; Math standards</li> <li>1A # of teacher misassignments is zero,</li> <li>1B Availability of CCSS instructional materials: K/1 Super</li> </ul>		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Results of benchmark assessments – currently 69.8% proficient ELA 71.4% proficient Math</li> <li>CST science, 5th gr 77% 8th gr 89%</li> <li>Proficient &amp; above via the following measures: teacher observation, CAASP, district benchmark testing in ELA &amp; Math;</li> <li>CST science scores not available yet, as of May 2015</li> <li>According to CELDT results, 75% of EL students have met the goal to progress 1 level.</li> <li>75% of EL students are accessing the new standards</li> <li>0% are reclassified FEP</li> <li>In 14-15, 75% of EL students progressed one level per year</li> <li>60% of teachers are teaching the new ELA &amp; Math standards</li> <li># of teacher misassignments stayed at zero,</li> <li>Availability of CCSS instructional materials increased 30% Carnegie Learning Math 7/8th gr pilot in 14-15</li> <li>The 2014-15 MRUSD LCAP Stakeholder Survey indicates an average score of 4.37 out of 5, with regard to our level of</li> </ul>

<p>Kids reading program and K-8 iXL licenses purchased in 13-14; Carnegie Learning Math 7/8th gr pilot in 14-15; adopt Carnegie Learning Math in 15-16 &amp; pilot K-6 math</p> <ul style="list-style-type: none"> <li>The 2014-15 MRUSD LCAP Stakeholder Survey indicates an average score of 4.37 out of 5, with regard to our level of accomplishment with Goal 2 - "Students will be proficient in grade level standards." 14-15 is the first year of the survey and sets the baseline.</li> </ul> <p>N/A: API, UC/CSU courses, AP exams, EAP exams</p>	<p>accomplishment with Goal 2 - "Students will be proficient in grade level standards." 14-15 is the first year of the survey and sets the baseline.</p> <p>N/A: API, UC/CSU courses, AP exams, EAP exams</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
<ul style="list-style-type: none"> <li>Develop a homework and study skills continuum articulated by grade levels (K-8)</li> </ul>	No dollars budgeted \$0	<ul style="list-style-type: none"> <li>This project has been slated for the Aug 17, 2015 staff development day.</li> </ul>	No dollars spent \$0				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA	
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<ul style="list-style-type: none"> <li>Partner with the Preschool on campus to build academic entry skills</li> </ul>	No dollars budgeted	<ul style="list-style-type: none"> <li>Plans have been made to include preschool teaching staff in staff development meetings Aug 17 &amp; 18, 2015.</li> </ul>	No dollars spent				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA	
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<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>•Dedicate funds for annual Staff Development and opportunities for collaboration to implement the CCSS and undertake initiatives such as the continuum for homework and behavior</p>	<ul style="list-style-type: none"> <li>• Dedicate funds for annual Staff Development and opportunities for collaboration to implement the CCSS and undertake initiatives such as the continuum for homework and behavior:                      01-4035-0-111-1000-5200-000-TII                      5000-5999: Services And Other Operating Expenditures Title II \$2000</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members have taken advantage of various opportunities for professional development throughout the year.</li> <li>• Math/Science Middle school teacher was nominated to serve as science mentor to help roll out the NGSS.</li> <li>• That Science mentor offered mini-workshops for teachers and paras - in teaching shifts associated with he switch to CCSS.</li> <li>• Superintendent-Principal attends key workshops offered by SCOE and ACSA on the topic of leading the instructional shift to CCSS.</li> <li>• The continuum for homework and behavior is slated for the Aug 17 &amp; 18, 2015 staff development days.</li> </ul>	<p>Dedicate funds for annual Staff Development and opportunities for collaboration to implement the CCSS and undertake initiatives such as the continuum for homework and behavior                      01-4035-0-1110-1000-5200-000-TII                      5000-5999: Services And Other Operating Expenditures Base \$1,636.82</p> <p>Common Core Staff Development:                      01-7405-0-1110-1000-5202-000-0000                      5000-5999: Services And Other Operating Expenditures Base \$2,113</p>
<p>Scope of Service   LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>•Have highly skilled para-educators and teachers to teach the standards to students</p>	<p>Teachers: 01-0000-0-1110-1000-1100-000-0000 0000: Unrestricted General Fund \$275,426</p>	<p>•We continue to have highly skilled and qualified teachers and paras teaching the new standards to students.</p>	<p>Teachers: 01-0000-0-1110-1000-1100-000-0000 0000: Unrestricted Base \$275,600</p>

	Para's 2000-2999: Classified Personnel Salaries General Fund \$18,387		Para's: 01-1400-0-1110-1000-2100 2000-2999: Classified Personnel Salaries Supplemental \$15,213
Scope of Service   LEA <hr/> <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)		Scope of Service   LEA <hr/> <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)	
•Provide CCSS instructional materials.	<ul style="list-style-type: none"> <li>• Provide CCSS instructional materials. 01-7405-0-1110-1000-4XXX 4000-4999: Books And Supplies General Fund \$4,506</li> </ul>	<ul style="list-style-type: none"> <li>• 7 &amp; 8th grade Carnegie Learning math curriculum was piloted in 14-15 and was selected for adoption in 15-16.</li> <li>• K-6 math curriculum will be selected for piloting in 15-16 on Aug 17, 2015, AM. Josh Dies from SCOE coming to facilitate the section process.</li> <li>• Teachers ordered a variety of grade level non fiction magazines to provide CCSS instructional materials.</li> </ul>	Provide CCSS instructional materials 01-7405-0-1110-1000-4110 & 4340 4000-4999: Books And Supplies Base \$7,559
Scope of Service   LEA <hr/> <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)		Scope of Service   LEA <hr/> <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)	
•Provide intervention services for	<ul style="list-style-type: none"> <li>• Provide intervention services for</li> </ul>	•Continue to provide intervention	Provide intervention services for

<p>students with disabilities</p>	<p>students with disabilities.01-6500-0-5XXX-1120-1100 01-3310-0-5XXX-1120-1100 1000-1999: Certificated Personnel Salaries Base \$28,678</p> <p>Certificated benefits 3000-3999: Employee Benefits General Fund \$5,227</p>	<p>services for students with disabilities</p>	<p>students with disabilities. 01-6500-0-5770-1120-1100-000-0000 &amp; 01-6512-0-5750-2100-1100-000-0000 &amp; 01-3310-0-5770-1120-1100-000-0000 1000-1999: Certificated Personnel Salaries General Fund \$25,523</p> <p>Certificated Benefits 3000-3999: Employee Benefits General Fund \$7,662</p>
<p>Scope of Service LEA</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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>special education</u></p>		<p>Scope of Service LEA</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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>special education</u></p>	
<p>For low income pupils:</p> <ul style="list-style-type: none"> <li>Have highly skilled para-educators in every classroom to serve students with deficits &amp; lower teacher/student ratio for more teacher help</li> </ul>	<ul style="list-style-type: none"> <li>Have highly skilled para-educators in every classroom to serve students with deficits &amp; lower teacher/student ratio for more teacher help</li> </ul> <p>01-1400-0-1110-1000-2100 01-3010-0-4850-1000-2100 01-0000-0-1110-1000-2100 2000-2999: Classified Personnel Salaries General Fund \$57,910</p>	<p>For low income pupils:</p> <ul style="list-style-type: none"> <li>Continue to have highly skilled para-educators in every classroom to serve students with deficits &amp; lower teacher/student ratio for more teacher help, despite loss of low-income funding</li> </ul>	<p>01-1400-0-1110-1000-2100 &amp; 01-0000-0-1110-1000-2100 2000-2999: Classified Personnel Salaries Concentration \$60,288</p>
<p>Scope of Service Low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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 Low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>•Provide free after school enrichment program, with homework help and nutrition</p>	<ul style="list-style-type: none"> <li>• Provide free after school enrichment program, with homework help and nutrition Function 8XXX 2000-2999: Classified Personnel Salaries General Fund \$4,500</li> </ul>	<p>Provided free after school enrichment program, with homework help and nutrition, despite \$19,511 loss in ASES funding</p>	<p>Portion of evening custodian salary: 01-0000-0-000-8210-2200-000-OPER 2000-2999: Classified Personnel Salaries Supplemental \$4,593</p>
<p>Scope of Service   Low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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   Low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>•Provide school breakfast program</p>	<p>•Provide school breakfast program Fund 13 \$1,000</p>	<p>•Provided school breakfast program daily</p>	<p>Portion of Cafeteria staffing: 13-5310-0-0000-3700-4710-000-000 4000-4999: Books And Supplies Supplemental \$1000</p>
<p>Scope of Service   low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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   low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>•Provide free fresh fruits &amp; vegetables and milk at morning recess.</p>	<ul style="list-style-type: none"> <li>• Provide free fresh fruits &amp; vegetables and milk at morning recess. 13-5310-0000-3700-4710 4000-4999: Books And Supplies Fund 13 \$1,000</li> </ul>	<p>Provided free fresh fruits &amp; vegetables and milk at morning recess.</p>	<p>13-5310-0-000-3700-4710-000-LCAP 4000-4999: Books And Supplies Supplemental \$2,007</p>

<p>Scope of Service   low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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   low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>•Provide free clothing (jackets, shoes, etc) and school supplies to students</p>	<p>Donations: no cost \$0</p>	<p>•Provided free clothing (jackets, shoes, etc) and school supplies to students</p>	<p>Donations: no cost \$0</p>
<p>Scope of Service   low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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   low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>For English learners:</p> <ul style="list-style-type: none"> <li>Additional small group instruction for students with the Learning Center Teacher and Para-educators, using a “push-in” model.</li> </ul>	<ul style="list-style-type: none"> <li>Additional small group instruction for students with the Learning Center Teacher and Para-educators, using a “push-in” model.</li> </ul> <p>included in goal #2</p>	<p>For English learners:</p> <ul style="list-style-type: none"> <li>Provided additional small group instruction for students with the Learning Center Teacher and Para-educators, using a “push-in” model.</li> </ul>	<p>Amount included in Para Educators and RSP teachers salary above 2000-2999: Classified Personnel Salaries Supplemental</p>
<p>Scope of Service   EL</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service   EL</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	



_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service <hr/> _ 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?	Some of the goals have been pushed forward to the first part of the 15-16 school year, such as the following: <ul style="list-style-type: none"> <li>• The Certificated staff met with the Principal in April and May 2015 and determined the following plan to meet Goal 2 objectives:</li> <li>• The continuum for homework and behavior has been slated for the Aug 17, 2015 staff development day.</li> <li>• Plans have been made to include preschool teaching staff in staff development meetings Aug 17 &amp; 18, 2015.</li> <li>• CCSS aligned Math curriculum will be selected for pilot on Aug 17, 2015.</li> </ul>		

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:	Parents will be more involved on school campus at events and in the classrooms.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>3A 14-15 LCAP Stakeholder survey indicated greater parent involvement needed</li> <li>-Volunteer clipboard and volunteer binder is used to track parent involvement 53 volunteers in 2013-14</li> <li>5A Annual attendance rate for 14-15 = 92%</li> <li>3B ELD parents will increase participation in decision making opportunities (e.g. SSC, Parent Club, volunteerism).</li> <li>The 2014-15 MRUSD LCAP Stakeholder Survey indicates an average score of 4.32 out of 5, with regard to our level of accomplishment with Goal 3- "Parents will be more involved on school campus at events and in the classrooms" 14-15 is the first year of the survey and sets the baseline.</li> </ul>	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> <li>Actual number volunteers in binder 107 in 2014-15. We exceeded the goal!</li> <li>Only entries from volunteers in the binder were included in the 107 total.</li> <li>5A Annual attendance rate for 14-15 = 92%</li> <li>3B 0% of ELD parents participate in decision making opportunities (e.g. SSC, Parent Club, volunteerism)</li> <li>The 2014-15 MRUSD LCAP Stakeholder Survey indicates an average score of 4.32 out of 5, with regard to our level of accomplishment with Goal 3- "Parents will be more involved on school campus at events and in the classrooms" 14-15 is the first year of the survey and sets the baseline.</li> </ul>	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
•Use One Call system to communicate events and needs to parents	•Use One Call system to communicate events and needs to parents 5800: Professional/Consulting Services And Operating Expenditures General Fund \$300	<ul style="list-style-type: none"> <li>Used One Call system to communicate events and needs to parents</li> <li>Calls made monthly to keep the community connected around special school events and other happenings.</li> </ul>	01-0000-0-1110-1000-5800-000-ELEM 5000-5999: Services And Other Operating Expenditures General Fund \$256

<p>Scope of Service   LEA</p>		<p>Scope of Service   LEA</p>	
<p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>•Have IT person post school newsletter on the school website</p>	<p>•Have IT person post school newsletter on the school website          5800: Professional/Consulting Services And Operating Expenditures \$100</p>	<p>• IT person posted school newsletter on the school website.</p>	<p>01-0000-0-1110-2700-5840-000-TECH 5000-5999: Services And Other Operating Expenditures General Fund \$100</p>
<p>Scope of Service   LEA</p>		<p>Scope of Service   LEA</p>	
<p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>•Hold 2nd Cup of Coffee event w/ Principal 2X per year</p>	<p>01-0000-0-0000-2700-1300 Base 286</p>	<ul style="list-style-type: none"> <li>• Superintendent-Principal hosted two 2nd cup of coffee events, and merged them into Parent Club mtgs.</li> <li>• Parent Club was re-energized by spring of 2015, and started holding meetings on their own.</li> </ul>	<p>01-0000-0-0000-2700-1300 Base 286</p>
<p>Scope of Service   LEA</p>		<p>Scope of Service   LEA</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>•Hold monthly Parent Club mtgs on campus</p>	<p>01-0000-0-1110-2700-1300-000-SCH Base 286</p>	<ul style="list-style-type: none"> <li>• Parent Club was re-energized by spring of 2015, and started holding meetings on their own.</li> <li>• Parent club held frequent meetings in spring of 2015 to put on events such as Dinner &amp; Movie Night, and Staff Appreciation Luncheon.</li> <li>• Parent rep attended May 2015 staff mtg to help plan 15-16 calendar, including regular Parent Club meetings the first Friday of each month at 8:30am.</li> <li>• Date/time of mtg in conflict with monthly admin mtgs at SCOE, so Principal may not be able to attend. A parent rep was assigned to be liaison to Principal-Supt, regarding items discussed at monthly mtgs.</li> </ul>	<p>01-0000-0-1110-2700-1300-000-SCH Base 286</p>
<p>Scope of Service   LEA</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>•Establish “room parent” and a class phone list for each classroom at Back to School Night</p>	<p>01-0000-0-1110-1000-1300-000-SCH Base \$286</p>	<ul style="list-style-type: none"> <li>• Established “room parent” for each classroom at Back to School Night.</li> <li>• Class phone lists were completed</li> </ul>	<p>01-0000-0-1110-1000-1300-000-SCH Base \$286</p>

		<ul style="list-style-type: none"> <li>in some classrooms.</li> <li>• Still working towards this goal school-wide.</li> </ul>					
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<p>•Promote parent participation in the Garden Program</p>	<p>01-0000-0-1110-2700-1300-000-SCH Principal salary Base \$286</p>	<ul style="list-style-type: none"> <li>• Some examples of parent participation in the Garden Program in 14-15</li> <li>• - A new bench was built by a parent and students.</li> <li>• - Donations of time and materials provided throughout the year.</li> <li>• - Garden was spruced up again during a school-wide campus clean up Tribe Day in April 2015.</li> </ul>	<p>01-0000-0-1110-2700-1300-000-SCH Principal salary Base \$286</p>				
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<p>• Help parents make meaningful connections</p>	<p>01-0000-0-1110-2700-1300-000-SCH Base \$286</p>	<p>• Parents seem to be making meaningful connections as the Parent Club is revitalized. Good attendance at</p>	<p>01-0000-0-1110-2700-1300-000-SCH Base \$286</p>				

		meetings and events.					
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<p>•Strengthen Parent Club participation</p>	<p>01-0000-0-1110-2700-1300-000-SCH Principal salary Base \$286</p>	<p>The Parent Club has begun to revitalize. Good attendance at meetings and events. Establishing regular meetings and liaisons to provide communication between admin, teachers and board, are improved in 2014-15.</p>	<p>01-0000-0-1110-2700-1300-000-SCH Principal Salary Base \$286</p>				
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<p>•Principal can write a letter to parents w/ a plea for volunteers &amp; the difference they make</p>	<p>01-0925-0-1110-1000-4390-000-0000 4000-4999: Books And Supplies Base \$200</p> <p>01-0000-0-1110-2700-1300-000-SCH Principal salary Base \$286</p>	<p>•Principal communicated regarding parent participation by making One Calls, holding meetings, posting info in Board agendas, and Tiger Tales.</p>	<p>01-0925-0-1110-1000-4390-000-0000 4000-4999: Books And Supplies Base \$200</p> <p>01-0000-0-1110-2700-1300-000-SCH Principal salary Base \$286</p>				
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<p>•Develop email blast system for parent communication</p>	<p>01-0000-0-1110-2700-1300-000-SCH Principal salary Base \$286</p>	<p>•As of May 2015, Parent Club is working on developing an email blast system for parent communication.</p>	<p>01-0000-0-1110-2700-1300-000-SCH Base \$286</p>
<p>Scope of Service   LEA</p>		<p>Scope of Service   LEA</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>•Include a worksheet from Parents' Club in Back to School packet – parents can indicate volunteer interests</p>	<p>01-0000-0-1110-2700-1300-000-SCH Principals salary Base \$286</p>	<p>•Parent Club may include a worksheet from Parents' Club in 2015-16 Back to School packet – so parents can indicate volunteer interests.</p>	<p>01-0000-0-1110-2700-1300-000-SCH Principals salary Base \$286</p>
<p>Scope of Service   LEA</p>		<p>Scope of Service   LEA</p>	
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<p>What changes in actions, <span style="float: right;">• Actual number volunteers in binder 107 in 2014-15. We exceeded the goal!</span></p>			

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

- Part of the success was related to the Principal teaching regular volunteers to check in to the office. Teachers were trained to send parent volunteers to office to sign in and wear a sticker. Increased Parent Club meetings made up part of the increase too.
- Following goals not reached in every classroom:
- Attempt to establishing "room parent" for each classroom at Back to School Night. Some classes were successful, but the Parent Club has agreed to try again with a reorganized effort Sept 2015.
- Class phone lists were not completed in all classrooms, for improved communication among families. So we will reinforce the effort in 15-16 at Back to School Night. Parent Club will help create the class lists via "room parents"
- Principal will work with the Parent Club to do greater outreach to families of EL students, with a hope to provide more opportunities to use English.

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



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

Original GOAL 4 from prior year LCAP:	Maintain a safe campus, where students feel safe and secure at school.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify		
Goal Applies to:	Schools: LEA	-----			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>6A Goal is suspensions will be 15 or less in 2014-15</li> <li>6B Continue to have no expulsions</li> <li>6C Look to improve the "before school" safety scores on the survey to 2.75</li> </ul>		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>6A There were 19 suspensions and 0 expulsions in 2014-15.</li> <li>6B No expulsions in 14-15</li> <li>6C The before school safety score on the Parent Satisfaction Survey for 14-15 was 2.47 out of 3. The score for before school safety dropped from 13-14 (2.66) to 14-15. This time of day continues to be our area of greatest need for improved safety.</li> <li>The 2014-15 MRUSD LCAP Stakeholder Survey indicates an average score of 4.09 out of 5, with regard to our level of accomplishment with Goal 4- "Maintain a safe campus, where students feel safe and secure at school." 14-15 is the first year of the survey and sets the baseline.</li> </ul>	
<b>LCAP Year: 2014-15</b>					
Planned Actions/Services			Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures			
<ul style="list-style-type: none"> <li>Develop school-wide uniform behavior expectations (norms) articulated for each grade level K-8</li> </ul>		01-0000-0-1110-27001300-Principal Salary 1000-1999: Certificated Personnel Salaries Base \$5000	<ul style="list-style-type: none"> <li>Plans made to develop school-wide uniform behavior expectations (norms) articulated for each grade level K-8 at the Aug 17 &amp; 18, 2015 Staff development days.</li> </ul>		
			01-0000-0-1110-2700-1300 Principal salary 1000-1999: Certificated Personnel Salaries Base \$5000		

<p>Scope of Service   LEA</p> <hr/> <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>Scope of Service   LEA</p> <hr/> <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>•Teach life skills such as “Habitudes” via Tribes program</p>	<p>Included in teachers salaries in Goal 2</p>	<p>• “Habitudes” were taught via Tribes program monthly in 14-15.</p>	<p>Included in teachers salaries in Goal 2</p>
<p>Scope of Service   LEA</p> <hr/> <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>Scope of Service   LEA</p> <hr/> <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>•Have adequate adults for student supervision</p>	<p>No dollars originally budgeted \$0</p>	<p>•Paraeducators were hired, and subbed when absent, to provide adequate adults for student supervision.</p>	<p>01-0000-0-1110-1000-2140-000-LCAP 2000-2999: Classified Personnel Salaries Base \$1343</p>
<p>Scope of Service   LEA</p> <hr/> <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>Scope of Service   LEA</p> <hr/> <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>•Tiger awards &amp; classroom awards to support positive behavior</p>	<p>Clerical Office salaries 01-0000-0-1110-2700-2400-000-SCH 2000-2999: Classified Personnel Salaries Base \$1000</p>	<p>•Tiger awards &amp; classroom awards were provided to support positive behavior.</p>	<p>Clerical Office salaries: 01-0000-0-1110-2700-2400-00-SCH 2000-2999: Classified Personnel Salaries Base \$1000</p>
<p>Scope of Service   LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA</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>•Monthly safety drills for variety of emergencies</p>	<p>No dollars budgeted \$0</p>	<p>•Monthly safety drills were conducted to provide for a variety of emergencies.</p>	<p>Principal Salary: 01-0000-0-1110-2700-1300 1000-1999: Certificated Personnel Salaries Base \$200</p>
<p>Scope of Service   LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA</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>•Train staff on uniform behavior expectations</p>	<p>Principals salary 1000-1999: Certificated Personnel Salaries \$5000</p>	<p>•Principal met with certificated and classified staff to train on uniform behavior expectations</p>	<p>Principal's salary: 01-0000-0-1110-2700-1300 1000-1999: Certificated Personnel Salaries \$5000</p>
<p>Scope of Service   LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service   LEA</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  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><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>•Provide students with weekly counseling services</p>	<p>•Provide students with weekly counseling services 0000: Unrestricted Supplemental \$13,556          1000-1999: Certificated Personnel Salaries Supplemental \$8,054</p>	<p>• Board hired a School Counselor two days per week, in order to provide students with weekly counseling services.          • The Board considered a .20FTE layoff March and May 2015, to reduce a budget deficit, but ultimately decided not to layoff the position, in favor of providing adequate counseling services to students.</p>	<p>Counselor: 01-0000-0-1110-3110-1200-000-CNSL 1000-1999: Certificated Personnel Salaries Supplemental \$18,511          Counselor: 01-1100-0-1110-1000-1100-000-CNSL 1000-1999: Certificated Personnel Salaries Supplemental \$6,197</p>
<p>Scope of Service: low income, foster</p> <hr/> <p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: low income, foster</p> <hr/> <p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For low income pupils:</p> <ul style="list-style-type: none"> <li>Principal runs lunchtime Magic Club to give students access to “special time” with a caring adult, plus relationship building &amp; social skill instruction</li> </ul>	<p>Principal Salary: 01-0000-0-1110-2700-1300 1000-1999: Certificated Personnel Salaries Supplemental \$869</p>	<p>For low income pupils:</p> <ul style="list-style-type: none"> <li>Principal ran a lunchtime Magic Club on Tues and Wed, to give students access to “special time” with a caring adult, plus relationship building &amp; social skill instruction.</li> </ul>	<p>Principal Salary: 01-0000-0-1110-2700-1300 1000-1999: Certificated Personnel Salaries Supplemental \$869</p>
<p>Scope of Service: low income, foster</p> <hr/> <p><input type="checkbox"/> All</p>		<p>Scope of Service: low income, foster</p> <hr/> <p><input type="checkbox"/> All</p>	

<p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>•Provide “Family Wraparound,” a multi-disciplinary team of service providers and school personnel that meets monthly to provide long-term family case management for at-risk MRUS families.</p>	<p>•Provide “Family Wraparound,” a multi-disciplinary team of service providers and school personnel that meets monthly to provide long-term family case management for at-risk MRUS families. SEE ABOVE ITEM 1000-1999: Certificated Personnel Salaries</p>	<p>•“Family Wraparound,” a multi-disciplinary team of service providers and school personnel, to provide long-term family case management for at-risk MRUS families, was not provided for to the same level in the past, because CFSA cut the staff that partnered with MRUSD to provide Family Wraparound.</p>	<p>Family wrap around: Included in above amount 0000: Unrestricted General Fund</p>				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;"><b>Scope of Service</b></td> <td>low income</td> </tr> </table> <p>-----  <input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<b>Scope of Service</b>	low income		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;"><b>Scope of Service</b></td> <td>low income</td> </tr> </table> <p>-----  <input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<b>Scope of Service</b>	low income	
<b>Scope of Service</b>	low income						
<b>Scope of Service</b>	low income						
<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>We had more suspensions than we hoped. There were a few students who earned a few suspensions each. There was one particularly troubling case, and he earned the largest number of suspensions; though they were served on campus as in-school suspensions. He was on campus as an inter district transfer student and he is returning to his district of residence next year. So we hope our suspension rate may go down in 15-16. Still, we are taking the following measures to help reach behavior goals campus wide:</p> <ul style="list-style-type: none"> <li>• Plans made by certificated staff to develop school-wide uniform behavior expectations (norms) articulated for each grade level K-8 at the Aug 17 &amp; 18, 2015 Staff development days.</li> <li>• Tiger Awards and assemblies have proven effective methods for positive impact on school culture and student behavior</li> <li>• Supt. Schwinn to try and work with the new ED for Community Family Service Agency CFSA to resume “Family Wraparound,” a multi-disciplinary team of service providers and school personnel that meets monthly to provide long-term family case management for at-risk MRUS families.</li> </ul>						

	<ul style="list-style-type: none"><li>The 2014-15 MRUSD LCAP Stakeholder Survey indicates an average score of 4.09 out of 5, with regard to our level of accomplishment with Goal 4- "Maintain a safe campus, where students feel safe and secure at school." 14-15 is the first year of the survey and sets the baseline.</li></ul>
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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.**

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

Original GOAL 5 from prior year LCAP:	Monte Rio School will promote wellness, nutrition and physical fitness among all students K-8.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify		
Goal Applies to:	Schools: LEA	-----			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Try to improve PFT by 1 <ul style="list-style-type: none"> <li>8A Scores will improve on the physical fitness exam. All but one student passed in 14-15</li> <li>1C District will provide PE equipment for all grades. Play structure only available for K-3 grade in 13-14 and 14-15. Balls purchased only for grades 4-8 grade in 13-14 &amp; 14-15. Tracking Phase II of play equipment installation to be completed.</li> <li>8A Percent of participation using the school food program (including free &amp; reduced, vs paid) - Baseline annual percentage of program use = 68% participate as free or reduced in 2013-14</li> </ul>		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>8A We know that we improved in PFT. As all but two students passed in 13-14, and all but one student passed in 14-15.</li> <li>1C District still has work ahead to provide PE equipment for all grades. Play structure only available for K-3 grade in 13-14 and 14-15. Balls purchased only for grades 4-8 grade in 13-14 &amp; 14-15. Phase II of play equipment installation to be completed in 15-16</li> <li>8A Percent of participation using the school food program (including free &amp; reduced, vs paid) - Annual percentage of program use = 61% free or reduced in 2014-15.</li> <li>The 2014-15 MRUSD LCAP Stakeholder Survey indicates an average score of 4.12 out of 5, with regard to our level of accomplishment with Goal 5- "Monte Rio School will promote wellness, nutrition and physical fitness among all students K-8." 14-15 is the first year of the survey and sets the baseline.</li> </ul>	
<b>LCAP Year: 2014-15</b>					
Planned Actions/Services			Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures			
•Provide students with free & reduced Breakfast and Lunch program	•Provide students with free fresh fruits & vegetables and milk at	•Provided students with free & reduced Breakfast and Lunch program.	Provide students with free fresh fruits & vegetables and milk at morning		

	<p>morning recess 4000-4999: Books And Supplies Fund 13 \$1550</p> <p>Provide students with free &amp; reduced Breakfast and Lunch program Fund 13 \$47,879</p>		<p>recess. 13-5310-0-0000-3700-4710-000-0000 4000-4999: Books And Supplies Fund 13 \$1550</p> <p>Provide students with free and reduced Breakfast and Lunch program 13-5310-0-0000-3700-2200 1000-1999: Certificated Personnel Salaries Fund 13 \$26,675</p>
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</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>•Provide Garden &amp; Nutrition Program and Teacher</p>	<p>Cost of Teacher, Maintain Environmental Site, health and nutrition curriculum, produce garden &amp; nutrition newsletter, publish cookbook RS 9002 Base \$13,027</p>	<p>•Provided Garden &amp; Nutrition Program and Teacher to serve all students each week.</p>	<p>01-9002-0-1515-1000-1100 1000-1999: Certificated Personnel Salaries Base \$10,780</p> <p>01-9002-0-1515-100-3XXX 3000-3999: Employee Benefits \$2,156</p>
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</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>•Maintain the Environmental Education Site</p>	<p>See total cost above</p>	<p>•The Environmental Education Site was maintained in part by the Garden &amp;</p>	<p>Included in garden teacher salary 1000-1999: Certificated Personnel</p>



		Nutrition Teacher, Head of Maintenance, Students, Middle School Science Teacher, Parents, and other Community Members.	Salaries Supplies for Environmental Ed site 01-9002-0-1515-1000-4310-000-GRDN 4000-4999: Books And Supplies Base 14.86				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA	
Scope of Service	LEA						
Scope of Service	LEA						
<p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>•Provide Health and Nutrition curriculum K-8</p>	<p>Included in first Garden and Nutrition item</p>	<ul style="list-style-type: none"> <li>• Health and Nutrition curriculum provided for K-8.</li> <li>• NGSS professional development offered on campus for teachers and paras.</li> <li>• Some curriculum resourced from grade level periodicals.</li> </ul>	<p>01-9002-0-1515-1000-4310-000-GRDN 4000-4999: Books And Supplies Base \$90</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA</td> </tr> </table>	Scope of Service	LEA	
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<p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>•Produce a Garden &amp; Nutrition Newsletter with students and send home for increased family participation in good nutrition practices</p>	<p>Included in total cost first Garden and Nutrition item</p>	<p>•Produced a Garden &amp; Nutrition Newsletter quarterly, with students and sent home for increased family participation in good nutrition practices.</p>	<p>Copy machine costs 01-0000-0-1110-1000-5601-000-ELEM</p>				

			5000-5999: Services And Other Operating Expenditures Base \$100
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</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>•Publish the Monte Rio Cookbook, with contributed healthy family recipes from students.</p>	<p>•Included in total cost first Garden &amp; Nutrition item</p>	<p>•The Monte Rio Cookbook was published and sells in the office. It contributed healthy family recipes from students.</p>	<p>Publish the Monte Rio Cookbook, with contributed healthy family recipes from students. These are the costs for the entire nutrition ed program. Resource 01-0000-0-1110-1000-5601-000-ELEM General Fund \$300</p> <p>Teacher time included in teacher salary above</p> <p>7000-7439: Other Outgo</p>
<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</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>•Provide annual free dental clinic for MRUS students.</p>	<p>Nursing services Object 6500-5XXX 5800: Professional/Consulting Services And Operating Expenditures \$950</p>	<p>•Provided annual free dental clinic for MRUS students.</p>	<p>Nursing services. 01-6500-0-5770-1120-5830-000-0000 5000-5999: Services And Other Operating Expenditures \$950</p>

<p>Scope of Service   low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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   low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>•Help students get glasses when needed.</p>	<p>Included in above item cost</p>	<p>No students needed help with glasses this year.</p>	
<p>Scope of Service   low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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   low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>For low income pupils:</p> <ul style="list-style-type: none"> <li>• Provide school breakfast program</li> </ul>	<ul style="list-style-type: none"> <li>• Provide school breakfast program 13-5310-0-0000-3700-4710-000-0000 Fund 13 \$1000</li> </ul>	<p>For low income pupils:</p> <ul style="list-style-type: none"> <li>• Provided school breakfast program daily</li> </ul>	<p>Provide school breakfast program. Included in goal #2 13-5310-0-0000-37004710-000-0000 Supplemental \$1000</p>
<p>Scope of Service   low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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   low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>•Provide free fresh fruits &amp; vegetables and milk at morning recess.</p>	<p>13-5310-0-0000-3700-4710-000-0000 4000-4999: Books And Supplies Fund 13 \$1000</p>	<p>•Provided free fresh fruits &amp; vegetables and milk at morning recess daily.</p>	<p>Same as in goal #2 13-5310-0-0000-3700-4710-000-0000  Supplemental</p>
<p>Scope of Service   low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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   low income</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>•Provide free clothing (jackets, shoes, etc) and school supplies to students</p>	<p>Donations: no cost \$0</p>	<p>•Provided free clothing (jackets, shoes, etc) and school supplies to students</p>	<p>Donations: no cost \$0</p>
<p>Scope of Service   low income, foster</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input 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>Scope of Service   low income, foster</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In 14-15 parents and students really made their opinions known regarding this goal, via the LCAP Stakeholder Survey. We received a number of comments about the inadequate play equipment for older students and lack of engaging PE activities. That feedback really made an impression with the Board, and they earmarked the funds to acquire the equipment. We took a lot of time with the input process for the equipment, and made sure to include all stakeholders. So the Board did not make final approval of the equipment purchase until May 2015. So this goal is pushed forward to 15-16. The plan is to have it installed in the summer before the 15-16 school year begins.</p> <ul style="list-style-type: none"> <li>In 14-15 we focused on CCSS Math staff development. Certificated staff settled on Carnegie Learning for adoption in gr 7/8.</li> </ul>		

	<ul style="list-style-type: none"><li>• In 15-16, we will continue to make decisions around k-6 Math adoption, and bring in the NGSS professional development that will be offered on campus for teachers and paras. Science will be a new focus for staff development.</li><li>• The Dental Clinic is a health and wellbeing service that our low-income families especially appreciate. For some, it is the only dental cleanings the children receive year after year. The Principal will work with school nurse, in partnership with Sunrise Rotary, to continue to provide annual free dental clinic for MRUS students in the coming years.</li><li>• The 2014-15 MRUSD LCAP Stakeholder Survey indicates an average score of 4.12 out of 5, with regard to our level of accomplishment with Goal 5- "Monte Rio School will promote wellness, nutrition and physical fitness among all students K-8." 14-15 is the first year of the survey and sets the baseline.</li></ul>
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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.**

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 6 from prior year LCAP:	Monte Rio School will provide students with an enriched education including: performing & visual arts, PE, and technology		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>7A An enriched education will be evident via student performances and examples of project-based learning (Baseline in 14-15 = 1 drama performance/yr each grade 3-8)</li> <li>5A Attendance rates will indicate student engagement Baseline 92.89% Attendance rate in 2013-14 Attendance rate improves to 94% in 14-15</li> <li>5B Chronic absenteeism – 9 students entered the SARB process in 2013-14 Number of students in the SARB process is reduced to 8</li> <li>The 2014-15 MRUSD LCAP Stakeholder Survey indicates an average score of 4.30 out of 5, with regard to our level of accomplishment with Goal 6- "Monte Rio School will provide students with an enriched education including: performing &amp; visual arts, PE, and technology." 14-15 is the first year of the survey and sets the baseline.</li> </ul> <p>N/A: Middle school drop out rates, high school drop out rates, high school graduation rate</p>		<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> <li>7A An enriched education was evident via student performances and examples of project-based learning (Baseline in 14-15 = There was 1 drama performance/yr each grade 3-8)</li> <li>5A Attendance rates will indicate student engagement Baseline 92.89% Attendance rate in 2013-14 Attendance rate in 2014-15 was 92.72% Attendance rate dropped slightly</li> <li>5B Chronic absenteeism – 9 students entered the SARB process in 2013-14 – 21 students entered in SARB process in 2014-15. 7 of those 21 students no longer attend MRUSD, as they returned mid-year. Increase participation in SARB actually reflects more diligent attention to chronic absenteeism. We hope to eventually see improvement in overall attendance rates as a result of greater attendance/SARB monitoring.</li> </ul> <p>Going forward we will use a preferred method for determining chronic absenteeism (e.g if a student is missing 10% or more of the school year). The SARB participation was not an ideal metric.</p> <ul style="list-style-type: none"> <li>The 2014-15 MRUSD LCAP Stakeholder Survey indicated an average score of 4.30 out of 5, with regard to our level of accomplishment with Goal 6- "Monte Rio School will provide students with an enriched education including: performing &amp; visual arts, PE, and technology." 14-15 is the first year of the survey and sets the baseline.</li> </ul>

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>•Hire music educators for Orff &amp; Instrument lessons</p>	<p>• Hire music educators for Orff &amp; Instrument lessons</p> <p>RS 9001 \$13,550</p>	<p>•Hired music educators for Orff &amp; Instrument lessons</p>	<p>Hire music educators for Orff &amp; Mr. Music. No instrument lessons.</p> <p>01-9001-0-1510-1000-5830-000-XXXX General Fund \$10,433</p>
<p>Scope of Service</p> <p>LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>LEA</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>•Contract with a Drama Teacher, Visual Arts Teacher and Poet to teach enrichment courses to students</p>	<p>•Contract with a Drama Teacher, Visual Arts Teacher and Poet to teach enrichment courses to students 5800: Professional/Consulting Services And Operating Expenditures \$5,540</p> <p>5800: Professional/Consulting Services And Operating Expenditures \$800</p>	<p>•Contract with a Drama Teacher and Visual Arts Teacher to teach enrichment courses to students</p>	<p>Contract with Drama teacher, Visual Arts Teacher to teach enrichment courses to students. No poet.</p> <p>01-9003-0-1275-1000-5830-000-XXXX 5000-5999: Services And Other Operating Expenditures \$8,805</p>
<p>Scope of Service</p> <p>LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service</p> <p>LEA</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  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><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>•Maintain the PE equipment and structure</p>	<p>•Maintain the PE equipment and structure 4000-4999: Books And Supplies \$200  <hr/> 4000-4999: Books And Supplies \$1000</p>	<ul style="list-style-type: none"> <li>Maintained the PE equipment and structure</li> <li>However, swings have needed much repair and must be replaced.</li> <li>More PE equipment needed (e.g. new mats, play structures, and balls)</li> </ul>	<p>Maintain PE Equipment: 01-0000-0-0000-8210-4400-000-0000 0000: Unrestricted General Fund \$0  <hr/> Maintain PE Equipment: 01-0000-0-0000-8210-4380-000-OPER 0000: Unrestricted General Fund \$1000</p>
<p>Scope of Service   LEA</p> <hr/> <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>Scope of Service   LEA</p> <hr/> <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>•Add PE equipment installation for middle school students' tested PE skills</p>	<p>No dollars budgeted</p>	<p>•Still in approval process with the Board to add PE equipment installation for middle school students' tested PE skills, as of May 2015.</p>	<p>No dollars spent</p>
<p>Scope of Service   LEA</p> <hr/> <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>Scope of Service   LEA</p> <hr/> <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>•Contract for IT support to maintain the computer lab and cart.</p>	<p>01-0000-0-1110-2700-5840-000-TECH 0000: Unrestricted Base \$4,900</p>	<p>•Contracted for IT support to maintain the computer lab and cart.</p>	<p>01-0000-0-1110-2700-5840-000-TECH 0000: Unrestricted Base \$18,480</p>								
<table border="1"> <tr> <td data-bbox="109 245 241 310">Scope of Service</td> <td data-bbox="249 245 554 310">LEA</td> </tr> <tr> <td colspan="2" data-bbox="109 342 554 613"> <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)                 </td> </tr> </table>	Scope of Service	LEA	<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)			<table border="1"> <tr> <td data-bbox="1041 245 1178 310">Scope of Service</td> <td data-bbox="1186 245 1499 310">LEA</td> </tr> <tr> <td colspan="2" data-bbox="1041 342 1499 613"> <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)                 </td> </tr> </table>	Scope of Service	LEA	<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)		
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<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)											
Scope of Service	LEA										
<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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Our stakeholder groups (e.g. classified and certificated staff, School Site Council, Parent Club, and students) reviewed the survey and attendance data and recommended the following:</p> <ul style="list-style-type: none"> <li>• We want to bring the instrument lessons back. So we are working with the After School Program to see if they can be offered then.</li> <li>• We plan to bring back the enrichment teachers for music and drama, but we are thinking of swapping a PE teacher for the fine arts teacher, since in the LCAP survey, stakeholders expressed need for better PE program.</li> <li>• Still finalizing the play equipment bid, and hope to have it installed in the summer prior to the opening of school in Aug 2015.</li> </ul>										

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>\$69,817</u>
Monte Rio Union School District will have a proposed LCAP amount of \$69,817 in supplemental grant LCFF funding to provide services for low income pupils, foster youth, and English learners. In the 2015-2016 fiscal year, programs that will be supported by these funds will include: District subsidized free & reduced meals program, low student to adult ratio to work with individual students, provide free after school program, free breakfast program, free fruit and vegetable snack program, run lunch time Magic Club, Family Wrap Around Services and free clothing and school supplies. Our unduplicated count is 65.41% so we will be offering these services to all students, district-wide.	

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.

17.4 3	%
<p>The LCAP was built based on an LCFF calculation that used a 32.19% gap percentage for 2015-16 and generated Supplemental/Concentration grant funding of \$69,471 a and MPP% of 17.43%. Section 2 of the LCAP details the specific goals and actions that meet the needs of all students as well as the increased or improved services for unduplicated count pupils that is proportional to the 17.43% MPP percentage.</p> <p>However, recently, the May Revise Proposal noted a gap percentage of 53.08% for 2015-16. Using the 53.08% gap percentage generates Supplemental/Concentration grant funding of \$70,691 and an MPP percentage of 17.17%. This represents \$874 in additional expenditures and an decrease of .26% in the MPP. The aforementioned increase in funding and MPP% will be shared with the districts stakeholders during the 2015-16 school year when communicating the annual updates to the LCAP.</p> <p>The calculated proportion to the increase of services provided to low income pupils, foster youth and English Learners for Monte Rio School District proposed is 17.43 % in the 2015-16 school year. To provide services for the aforementioned unduplicated pupils, the district will allocate the following amounts:</p> <p>\$ 59,495: Para-Professionals \$ 5,000: Free After School Program</p>	

\$1,000: School Breakfast Program

\$1,000: Free breakfast program

\$1,000: Free fruits & vegies at snack

\$ 3,676: Family wrap around and Magic Club

Sub-Total expenditures: \$71,171

When we compare the cost of these services to our unduplicated students, with the cost of teachers to all students, we have achieved an increase in services of 18.42% which exceeds both estimated MPP percentages ( $\$71,171/\$386,388=18.42$ )



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
0000: Unrestricted	Supplemental	13,556.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		5,000.00	0.00	0.00	3,000.00	0.00	3,000.00
1000-1999: Certificated Personnel Salaries	Base	33,678.00	15,980.00	91,903.00	336,828.00	321,992.00	750,723.00
1000-1999: Certificated Personnel Salaries	Concentration	0.00	0.00	1,000.00	0.00	1,000.00	2,000.00
1000-1999: Certificated Personnel Salaries	Fund 13	0.00	26,675.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	General Fund	0.00	25,523.00	15,240.00	200.00	0.00	15,440.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	20,802.00	0.00	12,099.00	32,901.00
1000-1999: Certificated Personnel Salaries	Supplemental	8,923.00	25,577.00	2,676.00	6,435.00	3,000.00	12,111.00
2000-2999: Classified Personnel Salaries	Base	1,000.00	2,343.00	28,613.00	0.00	0.00	28,613.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	60,288.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Fund 13	0.00	0.00	0.00	0.00	28,165.00	28,165.00
2000-2999: Classified Personnel Salaries	General Fund	80,797.00	0.00	23,599.00	2,800.00	2,500.00	28,899.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	200.00	1,750.00	1,950.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	19,806.00	90,154.00	65,589.00	69,990.00	225,733.00
3000-3999: Employee Benefits	Base	0.00	0.00	64,287.00	74,133.00	76,301.00	214,721.00
3000-3999: Employee Benefits	Concentration	0.00	0.00	0.00	29,216.00	29,800.00	59,016.00
3000-3999: Employee Benefits	Fund 13	0.00	0.00	11,065.00	0.00	0.00	11,065.00
3000-3999: Employee Benefits	General Fund	5,227.00	7,662.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	0.00	0.00	7,991.00	0.00	1,700.00	9,691.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	31,684.00	0.00	0.00	31,684.00
4000-4999: Books And Supplies	Base	200.00	7,863.86	2,700.00	0.00	0.00	2,700.00
4000-4999: Books And Supplies	Fund 13	3,550.00	1,550.00	500.00	3,350.00	500.00	4,350.00
4000-4999: Books And Supplies	General Fund	4,506.00	0.00	100.00	0.00	0.00	100.00

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
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	200.00	200.00	400.00
4000-4999: Books And Supplies	Supplemental	0.00	3,007.00	3,500.00	1,800.00	3,600.00	8,900.00
5000-5999: Services And Other Operating Expenditures		5,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	3,849.82	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	0.00	0.00	0.00	950.00	950.00
5000-5999: Services And Other Operating Expenditures	Fund 40	5,000.00	5,000.00	30,000.00	0.00	0.00	30,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	0.00	356.00	200.00	100.00	7,000.00	7,300.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	21,600.00	21,600.00
5000-5999: Services And Other Operating Expenditures	Title II	2,000.00	0.00	6,922.00	6,922.00	6,922.00	20,766.00
5800: Professional/Consulting Services And Operating Expenditures		950.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	10,065.00	0.00	0.00	10,065.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	300.00	0.00	950.00	0.00	0.00	950.00

**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).