

LEA: Eel River Charter School  
LCAP Year: 2015-16

Contact): Alice Hawley, Director of Student Achievement, [ahawley@eelriverschool.net](mailto:ahawley@eelriverschool.net), 707 983 6946

### 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.

**Introduction:**

LEA: Eel River Charter School      Contact): Alice Hawley, Director of Student Achievement, [ahawley@eelriverschool.net](mailto:ahawley@eelriverschool.net), 707 983 6946  
LCAP Year: 2014-2015

The Eel River Charter School will educate a self-selected multicultural group of approximately 10 students per grade level. The Charter School is authorized to serve transitional kindergarten through eighth grade students who are motivated to be at the school, who are willing to try new things, and whose parents or guardians are invested in being a part of their children's education. These students will primarily reside in the community of Covelo, situated in the greater Round Valley area located in northeastern Mendocino County.

**PHILOSOPHY**

The philosophy of the Eel River Charter School is grounded in the belief that learning opportunities and accomplishments can best take place when:

- students have the opportunity to exercise their own choices giving them a feeling of control over their own learning
- schooling is viewed as one aspect of an education
- learning is viewed as a boundless experience
- an educational alliance is formed with a seamless web of educators, students, parents, businesses, community services and local stakeholders - all dedicated to the learning experience.

**MISSION**

The Eel River Charter School's mission statement is: Working with families in community through holistic teaching to develop educated, responsible, compassionate people. ERCS strives to develop students who are competent, confident, productive and responsible young adults, who will possess the habits, skills and attitudes to succeed in school, and who will be offered the challenge of a post-secondary education and satisfying employment. The mission of the Eel River Charter School is to engage parents/families in the educational process, thereby providing the support structure and overlapping spheres of influence necessary for students to attain an integrated perception of learning.

## **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 for 2014-15</b>
<p>The stakeholders have communicated their thoughts for school improvement in the following ways:</p> <ul style="list-style-type: none"> <li>written parent surveys</li> <li>comments made during their volunteer hours at school</li> <li>Parent conferences</li> <li>School Site Committee meetings to solicit input and to approve the SPSA</li> <li>Regular monthly Board Meetings( the ERCS Board is mainly composed of parents)</li> <li>Weekly teacher meetings</li> <li>On-site staff meetings</li> <li>Community member(s)</li> <li>Input from parents to Business Manager, Office Manager, and/or Board members</li> </ul> <p>The teachers, School Site Council and the Board are given information about student achievement as measured by standardized tests and benchmark tests. They are also given drafts of the SPSA budget to amend, along with the entire SPSA. The SSC members ask questions about the Title I program, and become familiar with the issues facing the school so that their suggestions are targeted to solutions for these issues.</p>	<p>In 2014-15, these are a few examples of stakeholder input into the LCAP. The SSC advised ERCS to give more awards to students, and to designate students of the quarter with their photos and a brief bio posted in the main hall. The SSC wanted more community visibility and school pride by having float entries in the Field Days etc. Teachers wanted more training (with release time) to study CA State Standards and methods. They also wanted updated and online math curriculum. The SSC suggested more community invited into the classroom. The Board wanted more online trainings especially in school safety, to purchase a time clock, and training for teachers/ aides in Special Education. The Board wanted designated areas for the aides who watch over lunch recess in the yard.</p>

<p><b>Annual Update: for year 2: 2015-16 Examples of stakeholder input include:</b>  <b>Teachers, SSC and Board decided to offer different kinds of homework, giving families a choice between academic assignments or a log of educational activities done at home. They decided to remove Homework as a category on the report card, and make homework help optional for teachers. Board wants an onsite Designated Leader for daily operations. SSC suggests more rewards for good behavior and for parents who contribute volunteer hours, several parent events with free food, and a Join your Kid for Lunch Day. The Board suggests a wireless campus, and possibly air conditioning for the main hall. Teachers recommend air conditioning in Room 4, and more hours for the custodian. The Board would like to have a mural. This is just a sampling of stakeholder input.</b></p>	<p><b>Annual Update: 2016-17</b></p>
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**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

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

**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).

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

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

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

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

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

**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?**



<b>GOAL:</b>	100% of teachers appropriately credentialed for their teaching assignments. -100% of students have access to standards-aligned instructional materials -ERCS school facility maintained in good repair -100% of aides employed by school will be highly qualified	Related State and/or Local Priorities: 1 <u>x</u> 2__ 3__ 4_ 5__ 6__ 7_8__ COE only: 9__ 10__ Local: Specify	
<b>Identified Need:</b>	Improve basic conditions of learning		
<b>Goal Applies to:</b>	Schools:	ERCS	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2014-15			
LCAP Year 2:: 2015-16			
<b>Expected Annual Measurable Outcomes</b>	New hires will possess a clear credential or possess a CTC issued permit ERCS will inventory instructional materials annually Monthly facilities inspections will be completed aides will possess AA degree or pass the county approved paraprofessional test		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
ERCS will utilize online web-sites to advertise posted jobs (Edjoin)  -ERCS will post job openings in community and job descriptions will list qualifications	School-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$600 Title II

<p>-ERCS will purchase CA State Standards curricula for all students and reorder consumables annually</p> <p>Ongoing updates of curricula will take place in light of the CA State Standards</p>	<p>School-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>Staff will report any site problems to the office and corrective action will be taken</p>	<p>School-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><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Director of Student Achievement</p>	<p>School-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>\$5,725 Title 1, part A</p>
<p>Fund a position for Designated Leader or Lead Teacher ( or a 4<sup>th</sup> aide)</p>	<p>School-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>\$9700, Sup. And Con. Grant</p>

<p>Update the kitchen equipment and bathroom fixtures</p> <p>Paint a mural outside with the students</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL  <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 the custodian work for more hours</p> <p>This has not been approved—it is only a suggestion</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL  <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>\$3,551</p>
<p>5-6<sup>th</sup> grade teacher salary and benefits</p>	<p>School-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>\$61,727                      Sup and Con Grant</p>
<p>3 aides for classrooms</p>	<p>School-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>\$54,287: Title 1, REAP, sup and con grant, lottery</p>

<p>Continue the recycling program with more instruction for students and parents</p> <p>Purchase air conditioner, security lighting, new classroom lights under Prop 39 (CA Clean Energy Jobs Act-2013)</p> <p>Wireless Equipment</p> <p>Materials and supplies</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$30,000 Prop 39</p> <p>\$800 sup and con grant</p> <p>\$4,000 sup and con grant</p>
<p>LCAP Year 3: xxxx-xx</p>			
<p>Expected Annual Measurable Outcomes:</p>			
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	

		__ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<b>GOAL:</b>	CA State Standards will be implemented		Related State and/or Local Priorities: 1__ 2X__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify	
	EL students will gain academic content knowledge and progress toward English language proficiency			
<b>Identified Need :</b>	Implementation of state standards			
<b>Goal Applies to:</b>	<b>Schools:</b>	ERCS		
	<b>Applicable Pupil Subgroups:</b>	ALL		
LCAP Year 1: 2014-15				
LCAP Year 2: 2015-16				
<b>Expected Annual Measurable Outcomes:</b>	CA State Standards will be implemented EL students will gain academic content knowledge and progress toward English language proficiency			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Teachers will participate in training on content and delivery of CA State Standards Teachers will research ways to update/purchase		School-wide	X ALL ----- OR: __Low Income pupils __English Learners	

<p><b>new curricula to help students master the critical thinking components of CA State Standards</b></p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><b>EL students will be assessed annually and receive 30 minutes of ELA instruction daily. Teachers will implement SDAIE strategies in the classroom</b></p> <p><b>CELDT TEST</b></p> <p><b>EL curriculum</b></p>	<p><b>School-wide</b></p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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><b>\$900 Sup/Con Grant</b></p> <p><b>\$500 sup/con grant</b></p>
<p><b>Purchase ELA Teacher’s Edition and workbooks for 2-3<sup>rd</sup> grade; ELA consumables for other grades</b></p> <p><b>Renaissance Learning Star Assessments</b></p> <p><b>CA State Standards materials and supplies</b></p> <p><b>ELA online subscriptions</b></p>	<p><b>School-wide</b></p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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><b>\$3500 sup and con grant</b></p> <p><b>\$2200 sup.</b></p> <p><b>\$5000 sup</b></p> <p><b>\$500 k-12 Microsoft voucher</b></p>
<p><b>Offer the parents an alternative to traditional academic homework so that parents can choose to keep a log of educational activities at home that are related to current curricula. Remove homework from minimum standards for promotion and from report cards</b></p>	<p><b>School-wide</b></p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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><b>Offer more rewards and incentives for good behavior and doing academic assignments</b></p>	<p><b>School-wide</b></p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>	

proficient \_\_ Other  
 Subgroups:(Specify) \_\_\_\_\_

LCAP Year 3: xxxx-xx

Expected Annual  
 Measurable  
 Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__ 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) _____	
		__ ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	

<b>GOAL:</b>	Parents will volunteer at ERCS Parents will participate in making decisions for ERCS	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__  Local : Specify _____
<b>Identified Need :</b>	<b>Engagement:</b> Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)	
<b>Goal Applies to:</b>	Schools: ERCS Applicable Pupil Subgroups: ALL	
LCAP Year 1: xxxx-xx		
LCAP Year 2: xxxx-xx		
<b>Expected Annual Measurable Outcomes:</b>	Parent volunteer hours log book reviewed and total volunteer hours tabulated annually for program audit Governing Board meeting agendas and minutes Results of parent survey are compiled for the annual program audit and the SPSA.	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
Parents will be strongly encouraged to volunteer 2 hours per week per child at ERCS. Outreach by teachers and ERCS Board. Parent involvement policy is distributed to all parents annually.  School-wide functions such as potlucks, field trips, and awards assemblies where parents are recognized for their parent hours. Frequent parent conferences. ERCS utilizes social media and One Call Now to support parent participation in school	School-wide	X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____
		<b>Budgeted Expenditures</b>



<p>events.</p> <p>ERCS Board is comprised of parents. School site council is comprised of parents. Parents' opinions are solicited through an annual survey.</p>			
<p>Input from SSC Input from onsite staff Input from parents' survey Input from ERCS Board</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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>Build community links with visits and guest speakers etc.</p> <p>Participate in making school floats for local parades</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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>Board members will receive training in governance by watching the training available on the Board laptop</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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>LCAP Year 3: xxxx-xx</p>			
<p>Expected Annual Measurable Outcomes:</p>			
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
		<p><input type="checkbox"/> ALL</p>	

		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)_____
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____

<b>GOAL:</b>	All students, including numerically significant subgroups, will increase proficiency rates by 5% annually and will progress one grade/skill level  ERCS will achieve its annual API growth target, schoolwide and for all numerically significant student subgroups.  100% of returning EL students will make progress toward English language proficiency 100% of EL students who are classified advanced on the CELDT will be reclassified as EL proficient	Related State and/or Local Priorities: 1__ 2__ 3__ 4X__ 5__ 6__ 7__ 8__ COE only: 9__ 10__  Local : Specify _____
	Identified Need : <b>Increase pupil achievement</b>	Goal Applies to: Schools: ERCS

Applicable Pupil Subgroups: ALL			
LCAP Year 1: xxxx-xx			
LCAP Year 2: xxxx-xx			
Expected Annual Measurable Outcomes:	Student performance on statewide assessments, Star Enterprise Reading and Math assessments, benchmark assessments in ELA/Math, student portfolios, report cards Test 95% of targeted students (Title 1 requirement)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Qualified teachers will provide instruction in accordance with CA State Standards</p> <p>Provide opportunities for practice testing using online resources aligned with CA State Standards. Teachers will continue professional development to improve their implementation of CA State Standards. Modify curricula to include critical thinking assignments.</p> <p>EL students will receive at least 30 minutes of ELA instruction daily. Teachers will implement SDAIE strategies in the classroom</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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>Hold a science fair every other year, alternating with the Young Author’s Tea biennially</p> <p>Teachers will teach keyboarding and online research skills to help those who do not have access to computers at home.</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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>Professional Development in implementation of California State Standards</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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>	\$1,000 Sup and con grant

LCAP Year 3: xxxx-xx			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__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)_____	
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

<b>GOAL:</b>	<b>Students will attain a 92% rate of attendance</b> <b>No more than 5% of students will be classified as chronically absent</b> <b>If a student misses more than 2 weeks of school without a doctor's note they will be dropped from the attendance rolls and ERCS shall notify the District within 30 days as per Ed Code 47605(d)(3) unless they enroll in long term Independent Study</b>		<b>Related State and/or Local Priorities:</b> 1__ 2__ 3__ 4__ 5X__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
<b>Identified Need :</b>	<b>Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)</b>			
<b>Goal Applies to:</b>	<b>Schools:</b>	<b>ERCS</b>		
	<b>Applicable Pupil Subgroups:</b>	<b>ALL</b>		
<b>LCAP Year 1: xxxx-xx</b>				
<b>LCAP Year 2: xxxx-xx</b>				
<b>Expected Annual Measurable Outcomes:</b>	<b>P1, P2 and Annual Attendance Reports and monthly Aeries attendance reports</b> <b>Teacher daily attendance reports, report card totals of absences</b>			
<b>Actions/Services</b>  ERCS Board reviews monthly attendance. Students are expected to complete Independent Study assignments when they anticipate absence.  Students are recognized for achieving 100% attendance quarterly. Office manager contacts parents of absent students.  ERCS may retain students who are chronically absent. Parents of chronically absent students are contacted and urged to monitor their children's absences.  If a pupil is expelled or leaves the charter school without graduating or completing the school year	<b>Scope of Service</b>  School-wide	<b>Pupils to be served within identified scope of service</b> X__ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<b>Budgeted Expenditures</b>	

<p>for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information</p>			
<p>Awards assemblies and student of the Quarter</p>	<p>School-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>Teachers need to notify the Board of students with frequent absences before these students become chronically absent. Teachers and Board need to find ways to address this problem.</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>LCAP Year 3: xxxx-xx</p>			
<p>Expected Annual Measurable Outcomes:</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><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

<b>GOAL:</b>	<p>pupil suspension rate will not exceed 2%</p> <p>0% of ERCS pupils will be expelled</p> <p>100% of families will complete annual school survey</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6_X 7__</p> <p>8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
Identified Need :	<p>School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils,</p>	

parents and teachers on the sense of safety and school connectedness. (Priority 6)			
Goal Applies to:		Schools: ERCS	
		Applicable Pupil Subgroups: ALL	
LCAP Year 1: xxxx-xx			
LCAP Year 2: xxxx-xx			
Expected Annual Measurable Outcomes:	<p>The number of pupil suspensions are reported in the Aeries attendance program, the annual program audit and CARS.</p> <p>The number of pupil expulsions are reported in the Aeries attendance program, the annual program audit and CARS.</p> <p>Compute the number of survey responses.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students with severe behavior problems are referred to the ERCS Board with their parents to devise a plan for behavior improvement, which may include counseling, community service etc. Misbehavior will be promptly addressed and severe cases will be referred to the ERCS Board Review survey for relevance to school climate and safety. Families that fail to complete the survey will be contacted for their opinions.	School-wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Encourage professional development for teachers in safety practices such as fire extinguishers, sexual harassment, bullying, blood borne pathogens, cyber safety and mandated reporting	School-wide	<u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
LCAP Year 3: xxxx-xx			
Expected Annual Measurable Outcomes:			



Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:            (Specify) _____</p>	
		<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:            (Specify) _____</p>	
		<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:            (Specify) _____</p>	

<p><b>GOAL:</b></p>	<p>100% of ERCS' student body will be included in any broad course of study (see list above) that is offered for that student's grade level.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6__ 7__ <u>X</u>            8__            COE only: 9__ 10__            Local : Specify _____</p>
<p>Identified Need :</p>	<p><b>Course access available to all students</b></p>	

<b>Goal Applies to:</b>		<b>Schools:</b> ERCS		
		<b>Applicable Pupil Subgroups:</b> ALL		
<b>LCAP Year 1: xxxx-xx</b>				
<b>LCAP Year 2: 2015-16</b>				
<b>Expected Annual Measurable Outcomes:</b>	Outcomes will be measured by teacher lesson plans, which include differentiated assignments and accommodation within the current curriculum.			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>		<b>Budgeted Expenditures</b>
All students are included in all activities. (There are no significant subgroups.) Additionally EL students receive tutoring that occurs 30 minutes per day, and IEP students may receive extra services through Round Valley Unified. STAR Enterprise Reading and Math assessments will be used to develop intervention plans/goals for individual students	School-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) _____		
Replace obsolete computers allowing all students better access to individualized online instruction and resources	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		\$4,000 sup and con grant
Tech support for allowing all students better access to online instruction and resources and more facilitating CAASPP testing	School-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) _____		\$4500 Sup and con grant
<b>LCAP Year 3: xxxx-xx</b>				
<b>Expected Annual</b>				



Identified Need :	Improve 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)		
Goal Applies to:	Schools: ERCS		
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: xxxx-xx			
LCAP Year 2: xxxx-xx			
Expected Annual Measurable Outcomes:	Methods of measurement include CAASPP, STAR Enterprise Reading and Math assessments, quarterly benchmark tests and report cards to document progress in core subjects; portfolios record student work and growth.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will implement strategies to accommodate all students in all assignments. Teachers will provide scaffolding for struggling students, and extra tutoring if possible.  School performances, class art projects, p.e. games, field trips for enrichment are examples of non-core educational activities.  In physical education and health instruction, ERCS' goal is for 100% student participation.	School-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Whole school activities such as yearly Variety Show, decorating local parade floats, science show, winter performance, back to school performance, and partner reading among the different classrooms	School-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

<p>Class switch in which students receive instruction in projects from different teachers</p>			
<p>ERCS Board and teachers will review results of Star benchmark tests quarterly, and CAASPP results yearly</p>	<p>School-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>	

LCAP Year 3: xxxx-xx

<p>Expected Annual Measurable Outcomes:</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><input type="checkbox"/> ALL                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:                  (Specify)_____</p>	
		<p><input type="checkbox"/> ALL                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:                  (Specify)_____</p>	
		<p><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:</p>	

(Specify) \_\_\_\_\_

**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?

Annual Update for 2014-15

<p>Original GOAL from prior year LCAP:</p>	<p>Teachers to implement CA State Standards and CAASPP</p>		<p>Related State and/or Local Priorities:                  1__ 2__X 3__ 4X__ 5__ 6__ 7X__                  8X__                  COE only: 9__ 10__                  Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: ERCS</p>	<p>Applicable Pupil Subgroups: ALL</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Student gains proficiency measured by one year's growth or 5% increase in state test scores</p> <p>Students demonstrate Proficiency or the equivalent of one year's growth on benchmark tests as alternative measure for standardized tests since CAASPP</p>		<p>Actual Annual Measurable Outcomes:</p> <p>No state scores available; there was no API for 2014-15.</p> <p>2013-14 Star Assessment scores for 2-6 grade:                  35% at grade level in math                  41% at grade level in reading at mid-year.</p> <p>2014-15 Star Assessment scores for 2-6<sup>th</sup> grade:                  38% at grade level in math                  38% at grade level in ELA.                  (+3% math, -3% ELA)</p> <p>number of below grade students (2-6<sup>th</sup>) who made at least one year's growth (Jan. 2014 - Jan. 2015) on Star Assessment:                  10% in math                  9 % in ELA.</p> <p>whole school (including K-1 who scored &gt;75% on Envision math and Houghton Mifflin benchmark tests)                  2013-14 =38% math and 44% in ELA                  2014-15 =35% math and 41% ELA</p>

<b>LCAP Year: 2014-15</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
<b>Purchase differentiated reading online program</b>	<b>\$400</b>		
<b>Purchase CA State Standardssupplementary curricula in ELA and math, including online programs and subscriptions</b>	<b>\$3,500 \$1,000</b>	<b>Cambium Ticket to Read (subscription) LCFF</b>	<b>\$400--4300</b>
		<b>McGraw Hill SRA curriculum-Title 1 for EL Pearson Envision math teacher editions</b>	<b>\$301--4300 \$2062--4300</b>
<b>Purchase CAB assessment</b>	<b>\$100</b>		
<b>Renaissance Learning Star Assessment</b>	<b>\$2,200</b>	<b>Learning Time Products</b>	<b>\$100--4300</b>
<b>CELDT tesing</b>	<b>\$ 500</b>	<b>Renaissance Learning Title 1 and REAP</b>	<b>\$1359-4300</b>
		<b>Celdt testing –General Funds</b>	<b>\$905--5800</b>
<b>Purchase CA State Standards materials and supplies</b>	<b>\$5,000</b>		
		<b>Pearson Education math curricula-LCFF</b>	<b>\$8,018--4300</b>
<b>Replace obsolete computers</b>	<b>\$5,000</b>	<b>Pales Sports –general funds</b>	<b>\$999--4300</b>
		<b>Refurbished computers-LCFF</b>	<b>\$3,3897--4400</b>
<b>Professional Development in CA State Standards Professional Development activities regarding CA State Standards, resources, websites, CAASPP preparation</b>	<b>\$2,000</b>	<b>Prof. Dev. Day for CAASPP and CA State Standards-LCFF</b>	<b>\$1,008--1150</b>
<b>Edjoin website for hiring highly qualified teachers</b>	<b>\$600</b>	<b>Edjoin- General Funds</b>	<b>\$600--5300</b>



<b>Scope of service:</b>	<b>School-wide</b>		<b>Scope of service:</b>	<b>School-wide</b>	
<u><b>X ALL</b></u>			<u><b>X ALL</b></u>		
Monitor ADA and absenteeism to encourage student attendance so that learning can occur			Generally attendance is good with 93% ADA. However 11% of our students are chronic absentees, and 4% miss that category by only one absence. In addition, there are students who are chronically tardy—up to several hours late on a school day.		
<p>Have students do partner reading with other classes on a regular schedule; class switch</p> <p>Continue to use free online resources such as Khan Academy, Tenmarks, Track my Progress, Sumdog etc.</p> <p>Use CAASPP website for practice tests on a regular basis grades 3-8</p>			<p>Process begun with partner reading but not class switch</p> <p>These resources were only partially used because students used Envision, Ticket to Read and CAASPP resources</p> <p>Practice tests used, teachers became familiar with practice test resources, including interim tests</p>		
<b>Scope of service:</b>	<b>School-wide</b>		<b>Scope of service:</b>	<b>School-wide</b>	
<u><b>X ALL</b></u>			<u><b>X ALL</b></u>		
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>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>The organization of the LCAP was changed to better track compliance with the state priorities and goals listed in the ERCS charter document. For the 2015-16 year, goals are now listed as state priorities with corresponding actions/services.</p>			

Materials were purchased in accordance with the LCAP goals of 2014-15.

In 2015-16, teachers need to notify the Board about individual students who are frequently absent, before they become chronically absent. Although teachers discuss absentee rates with parents during parent conferences, this has been ineffective in correcting the problem. The teachers and board need to work on ways to improve attendance.

ERCS will use data measuring student proficiency and gains from alternate assessments, because there will be no API score from standardized assessments in the 2015-16 year.

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.

<p>Original GOAL from prior year LCAP:</p>	<p>Implement Same Page Policy and system of rewards or consequences for student behavior</p>	<p>Related State and/or Local Priorities:                  1__X 2__X 3__ 4__X 5__ 6__X 7__                  8__                  COE only: 9__ 10__                  Local : Specify</p>	
<p>Goal Applies to: Schools: ERCS                  Applicable Pupil Subgroups: ALL</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Number of behavioral rewards and awards given by staff; number of citizenship awards at assemblies</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Students were recognized for exemplary behavior at awards assemblies. Students of the Quarter were chosen and publicized. Students received positive feedback/privileges for good behavior.</p> <p>Students received consequences for infractions and referrals for more serious misbehavior.</p>
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Quarterly awards assemblies, featuring student of the quarter awards and posted photos with short biographies of the featured students			This was done successfully.	
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Staff cooperated to give positive feedback to teachers so that students could receive positive reinforcement according to classroom discipline/reward systems. Staff realized that the same rewards would not be appropriate for the different ages of students. A whole school reward "treasure chest" was not feasible without parents to stock it and open it for rewards. Rewards need to be more immediate.		

Original GOAL from prior year LCAP:	Increase parent involvement and community involvement	Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ERCS	
	Applicable Pupil Subgroups: ALL	

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Recorded hours of parent involvement will increase over the total for the 2013-14 school year, which was 1,459 hours</p>	<p><b>Actual Annual Measurable Outcomes:</b></p>	<p>Recorded hours of parent involvement increased to 1615 hours for only 8 months of 2014-15.</p>
<p><b>LCAP Year: 2014-15</b></p>			
<p><b>Planned Actions/Services</b></p>		<p><b>Actual Actions/Services</b></p>	
	<p><b>Budgeted Expenditures</b></p>		<p><b>Estimated Actual Annual Expenditures</b></p>
<p>Back to School night, parent family nights, schedule of parent time in the classroom</p> <p>Have Parent Day when each student is individually asked to bring a parent or family member to visit the classroom</p> <p>Increase community involvement as measured by the number of guest lecturers, local field trips, parents in the classroom; Have school entries in the local parades (May Field Day, Sept. Labor Day etc.</p> <p>Continue the use of Facebook and One Call Now in addition to fliers to keep parents advised of school events and news</p> <p>93% of parents completed surveys.</p>		<p>This was accomplished successfully.</p> <p>ERCS did not do this because of time constraints and staff/Board overload. We would like to keep this as a goal for 2015-16.</p> <p>Floats were successful. ERCS won 2 first prizes and this was good outreach. Parents contributed as well as students and teachers. ERCS students received compliments for their whole school song at Earth Day.</p> <p>Parents report in their survey that they appreciate the different methods of communication.</p> <p>Most surveys were favorable. They gave teachers an opportunity to know when parents were dissatisfied, and teachers made a point of finding out why. Good communication aid.</p>	

Input from SSC, parents, Board, teachers, and on site staff was obtained		Helpful input for drafting the SPSA, LEA and LCAP for school improvement	
Scope of service:	School-wide- All students	Scope of service:	School-wide-All students
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>We should try to focus more on community involvement next year. It is difficult to find the time/energy to accomplish all our goals.</p> <p>In 2014-15, the ERCS Board contributed many hours to the school! Their effort brought many improvements to the facility and to community involvement. Their decision to hire a 4<sup>th</sup> teacher increases the likelihood of greater enrollment next year.</p>	
Original GOAL from prior year LCAP:	Trainings for the ERCS Board in governance and in safety Trainings for the teachers and on site staff in safety		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 checked="" 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: ERCS	Applicable Pupil Subgroups:	ALL
Expected Annual Measurable Outcomes:	50% of the Board will receive training in safety and governance  100% of teachers will take safety courses online	Actual Annual Measurable Outcomes:	14% of the Board received training in safety. 43% of the Board received training in Board governance. 100% of the teachers received training in mandated reporting. 75% of the teachers received training in school safety: CIPA, bullying, cyber-safety, blood borne pathogens, sexual harassment. The other 25% completed most of these courses.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Board training in safety practices Board training in governance/Brown Act		\$350	1/7 completed online training. 3/7 completed course in Board governance. The course is now available on the Board laptop so that all Board members can access it.  The Board received advice from the Board Chair of the Round Valley Unified School District in how to run meetings efficiently.	\$350--5800
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Special education training for teachers, aides and parents from the Family Resource Center			The local trainer was unavailable so the course was cancelled.	
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress		Next year Board members will be able to access training in governance on the laptop. 100% of teachers will continue to update safety practice training online.		

and/or changes to goals?

<b>Original GOAL from prior year LCAP:</b>	Increase educational opportunities for all students using personnel (aides and tech support for computers, Director of Student Achievement)	<b>Related State and/or Local Priorities:</b> 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify
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<b>Goal Applies to:</b>	Schools: ERCS	Applicable Pupil Subgroups: ALL
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<b>Expected Annual Measurable Outcomes:</b>	ERCS will increase educational opportunities in multi grade classrooms using aides and computers for differentiated learning	<b>Actual Annual Measurable Outcomes:</b>	ERCS averages 7:4 ratio of students to computers in grades 2-6. There is a ratio of 21:1 students per aide.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Employ 3 full time teacher aides to teach in multi grade classrooms	\$43,377	Aides were well qualified to teach students, and increased instructional time for all students	\$48,855--2100
Employ Director of Student Achievement	\$5,000	Director of student achievement	\$5,735--1150
tech support for online educational programs, differentiated reading subscriptions for students, and CAASPP standardized online testing,	\$5,000	Tech support	\$4520--5800
		4 <sup>th</sup> Teacher hired for 2 <sup>nd</sup> semester	\$30,124--1100

Homework Help offered 2X a week for students			Teachers felt overworked with this extra teaching, and homework help time was canceled.	
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		A 4 <sup>th</sup> teacher was hired mid-year to decrease the student-teacher ratio and to have no more than 2 grades in each classroom. This improved the delivery of instruction, and made more aide time available in the lower grade classrooms. Even though there is no more Homework Help, teachers may choose to tutor students after school on a case by case basis.		

Below is the template for the annual update for 2016-17.

Original GOAL from prior year LCAP:		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify
	Goal Applies to: Schools:	



Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of service:	School-wide	Scope of service:	School-wide
__ 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)_____	
Scope of service:	School-wide	Scope of service:	School-wide

<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>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>			

**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.

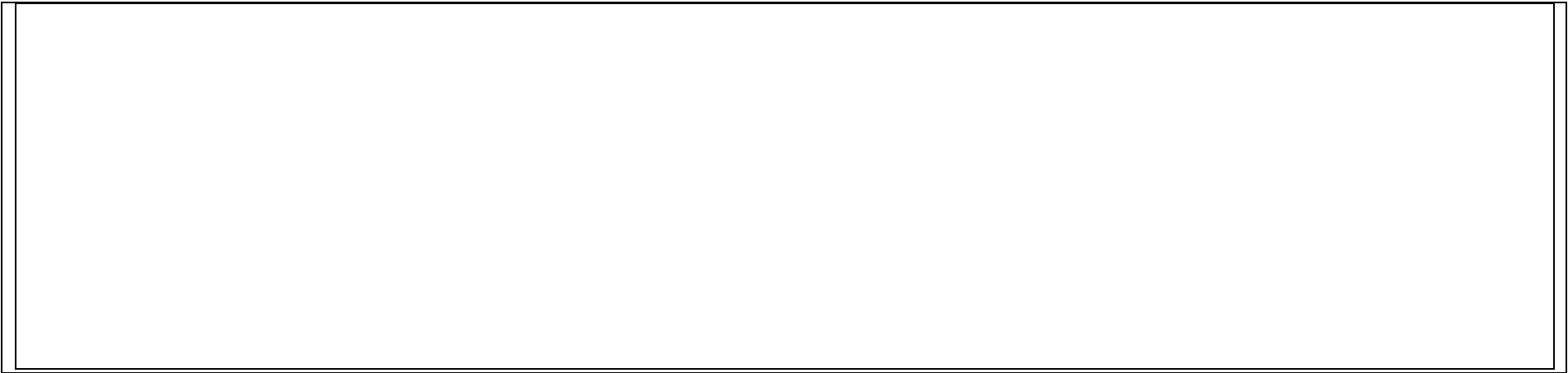
For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally 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.)

<b>Total amount of Supplemental and Concentration grant funds</b>	<b>\$ <u>\$98,869</u></b>
<p><b>All expenditures to achieve the goals stated in the 8 priorities will apply to the whole school because it is so small (63 students) and because approximately 96% of the students are “unduplicated pupils.” In other words, only 3 pupils would be excluded from this group. There are no significant subgroups other than the Free and Reduced Meal Program. All LCFF supplemental and concentration funding is to be spent on:</b></p> <p><b>State Standards curriculum, Materials and supplies</b></p> <p><b>classroom instruction, small class sizes of 24 or less students,</b></p> <p><b>aides’ salaries or teacher salaries, computers and a wireless campus,</b></p> <p><b>and technological support.</b></p> <p><b>All of these items are directly related to student achievement.</b></p>	

**B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).**

**Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.**

23.81	%	<b>Is the minimum proportionality percent by which services for unduplicated pupils must be increased or improved. Since 96% of our students qualify as unduplicated pupils, there is no separate accounting of LCFF.</b>
<p><b>All expenditures to achieve the goals stated in the 8 priorities will apply to the whole school because it is so small (63 students) and because approximately 96% of the students are “unduplicated pupils.” In other words, only 3 pupils would be excluded from this group. There are no significant subgroups other than the Free and Reduced Meal Program. All LCFF supplemental and concentration funding is to be spent on:</b></p> <p><b>State Standards curriculum, Materials and supplies</b> <b>classroom instruction, small class sizes of 24 or less students,</b> <b>aides’ salaries or teacher salaries, computers and wireless campus,</b> <b>and technological support.</b></p> <p><b>All of these items are directly related to student achievement.</b></p>		



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

**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).**