

**§ 15497. Local Control and Accountability Plan and Annual Update.****LEA: Elverta Joint Elementary School District****Contact: Michael Borgaard, Ed.D., Superintendent****(916) 991-2244****[mborgaard@ejesd.net](mailto:mborgaard@ejesd.net)****LCAP Year: 2014-2015**Introduction:

The Elverta Joint Elementary School District, originally the Lincoln Elementary School, was constructed in 1855 on homestead land donated by David Strauch located on the present Strauch Ranch west of the Western Pacific Railroad tracks. The district which was then named Lincoln School District went as far as the Archway, now Rio Linda, north to the county line, east to the Center Joint School District, and west to the American River.

About 1904, more people came to this area, including the Northern Electric Railroad which came through Elverta going as far as Chico, and a new school district began to form. The original school house was a one-room wood building, with no electricity or plumbing. Very few of the students could speak English because the predominate language was German. Some of the old families who had children attending the school were Jacob Scheidel who came from Alsace-Lorraine, Germany in 1860, as well as Charles Schmittmeyer and David Strauch from Bavaria, Germany.

In 1897, the school house was moved on an area of land donated by V.F. Strauch now located on the corner of Elverta Road and Elwyn Avenue. The deed, dated October 19, 1901, was in consideration of \$10 to F. Strauch, W.S. Wait and C.T. Horgan, from the Trustees of the Lincoln School District for one acre of land, more or less. In 1911, a new and larger one room school house was constructed on that same site. In the early 1920's, a new school was built on the present site in Rio Linda Boulevard, and the old school on Elwyn Avenue and Elverta Road was later used as a lodge hall for the Modern Woodsmen of America.

The school, built of wood and stucco, had one small classroom and one large classroom with large folding doors to make two classrooms when needed. In the larger classroom there was a stage where silent movies were screened for the community for night recreation. Desks were one piece, bolted to the floor. The school was heated by coal stoves, and in 1927, the school burned to the ground as a result of one of the coal stoves. Classes were held in various homes until the school was rebuilt on its current location in the fall of 1928.

On October 2, 1941, the women of the Elverta School District met in the Elverta Elementary School for the purpose of organizing a Mothers Club. The current version of the P.T.A. replaced the Mothers Club in the early 1980's. In 1955, the community club of Elverta changed the name of the school from Lincoln to Elverta Elementary School, Elverta School District. On December 6, 1954, two classrooms were added; on November 15, 1957, three more were completed; and on November 15, 1960, three classrooms, a kindergarten, administrative office, multi-purpose room and kitchen were added, giving a total of 13 classrooms. The Cornerstone Ceremony for the Elverta Elementary School was held Saturday, April 30, 1977.

The Alpha School District joined the Elverta District in 1965, when Alpha School was built on Elwyn and Artesia, on ten acres of land were purchased for \$18,000. The original Alpha School in Placer County was a two-room school house on Baseline Road between Elder Street and Pleasant Grove Road. At this time the word "joint" was added to the District's official name because the District now included parts of two counties. In 1981 Alpha Elementary School was converted to an intermediate school for seventh and eighth graders. In 1998, Alpha Intermediate School's name changed to Alpha Technology Middle School. In 2005 it was named a Distinguished California Middle School.

Due to declining enrollment, the Alpha Middle School campus was closed and the sixth, seventh and eighth grade students were relocated to the Elverta Elementary School campus in 2009. In 2012, the Alpha Middle School campus was reopened, welcoming the Jerry Manuel Foundation as a magnet school partner. Facilities were renovated, and the campus continues to be developed. Currently seventh and eighth grade students are located at the Alpha Middle School site, while the sixth grade students are located at Elverta Elementary, joining with the fifth grade students in the Middle School Preparatory Program.

In 2013 e-rate funds allowed the District to replace and upgrade all technology infrastructure, LEA-wide. In 2014 the Board of Trustees approved a plan to finance a new roof for all buildings located at Elverta Elementary School, projected to be completed in the summer of 2015.

Our desire is for students to have the best chance for success in all areas of life; academic, social, and physical. Elverta Joint Elementary School District prepares students to face the challenges of today for success tomorrow. At our schools you will find an academic program designed to meet the needs of all students, with teachers and staff who share a passion to see all students succeed. Throughout the school day students are scheduled to work in small groups, focusing on instruction and intervention that is centered on the individual student. Our schools abound in opportunities for children to explore, run, play, grow and develop. Our goal at Elverta Joint Elementary School District is to provide an educational experience which challenges students to acquire a life-long love of learning, to prepare for the future, and live lives of service to themselves, their families, and their community. We are dedicated to developing and maintaining positive learning environments that allow for educational experiences that provide an "Exceptional Education in an Environment of Curiosity and Caring." It is a privilege to partner with parents, the community, and all stakeholder groups in the education of the students we serve.

## ***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.*

*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. 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 should comply with instructions and 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. 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 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:

**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)*

**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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

#### **Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?

- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>March 4, 2014: Community meeting was held, and 126 parents, pupils, teachers, school personnel, and school leaders met in the multi-purpose room at Elverta Elementary School in order to solicit input from to develop budgetary priorities, with recommendations reflected in the Local Control Accountability Plan (LCAP), which in turn will be used in developing the Board of Trustees-approved budget in June.</p> <p>March 4, 2014: Met with EL parents and stakeholders met to discuss priorities.</p> <p>March 4, 2014: Met with SPED parents and District Advisory Committee (DAC) met to discuss priorities.</p> <p>March 20, 2014: District administrators met to discuss priorities.</p> <p>April 21, 2014: Met with Elverta Teachers Association to discuss priorities and solicit input.</p> <p>April 22, 2014: Met with CSEA Chapter #667 (classified employees) Association to discuss priorities and solicit input.</p> <p>April 25, 2014: LEA-wide surveys collected.</p> <p>May 7, 2014: Second meeting with EL parents and District Advisory Committee (ELAC) to review LCAP. After this meeting,</p>	<p>Served as a means to inform and educate parents, pupils, teachers, school personnel, and school leaders. Gathered input, feedback and recommendations from all stakeholders.</p> <p>Eight State Priorities were reviewed and discussed. Feedback was given on LEA and site-based priorities.</p> <p>Eight State Priorities were reviewed and discussed. Feedback was given on LEA and site-based priorities.</p> <p>Eight State Priorities were reviewed and discussed. Feedback was given on LEA and site-based priorities.</p> <p>Based in the Eight State Priorities and the results of the Community Meeting, priorities and feedback was provided. Three themes emerged:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increased achievement in ELA and Writing</li> <li><input type="checkbox"/> Increased achievement in Mathematics</li> <li><input type="checkbox"/> Safe Schools</li> </ul> <p>Results of all stakeholder involvement was provided.</p>

Involvement Process	Impact on LCAP
<p>Superintendent responded to any suggestions and comments in writing.</p> <p>May 7, 2014: Second meeting with SPED parents and DAC to review LCAP. After this meeting, Superintendent responded to any suggestions and comments in writing.</p> <p>June 6, 2014: Posting of results on District website and at school sites.</p> <p>June 10, 2014: LCAP taken to the Board of Trustees for Public Hearing.</p> <p>June 17, 2014: LCAP taken to Board of Trustees for approval.</p>	

**Section 2: Goals and Progress Indicators**

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which

school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

**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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Students Need: Increased formative and summative scores of all students in ELA/Writing and Mathematics.</p> <p>Standardized test scores have not increased in the previous four school years.</p> <p>Metrics: Standardized Test Scores; District Reading and</p>	<p>Goal 1: Increased achievement in ELA/Writing and Mathematics to close achievement gap.</p>	All	LEA-wide	<p>Establish baseline for California Assessment for Student Performance and Progress (CAASPP) scores of all students in ELA/Writing and Mathematics.</p> <p>Provide Professional Development for Common Core for all educational staff.</p> <p>Professional Development designed to train teachers to utilize current</p>	<p>Increase California Assessment for Student Performance and Progress (CAASPP) scores of all students in ELA/Writing and Mathematics by 4%.</p> <p>Continue to provide Professional Development for Common Core for all educational staff.</p> <p>Examine available Mathematics materials to meet the needs of Common Core;</p>	<p>Increase California Assessment for Student Performance and Progress (CAASPP) scores of all students in ELA/Writing and Mathematics by 4%.</p> <p>Maintain Professional Development for Common Core for all educational staff..</p> <p>Examine available ELA materials to meet the needs of Common Core; Professional</p>	<p>Basic Services; Implementation of State Standards; Course Access; Pupil Achievement; Other Student Outcomes; Parental Involvement; Pupil Engagement.</p>	

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Math Assessments; AMAO and CELDT.					<p>instructional materials to meet the needs of Common Core.</p> <p>100% of students will have standards-aligned materials.</p> <p>Work with site Principals to develop classroom observation and assistance for the Common Core Standards.</p>	<p>Professional Development designed to train teachers to utilize current instructional materials to meet the needs of Common Core.</p> <p>Maintain 100% of students with standards-aligned materials.</p> <p>Continue to work with site Principals to develop classroom observation and assistance for the Common Core Standards.</p>	<p>Development designed to train teachers to utilize current instructional materials to meet the needs of Common Core.</p> <p>Maintain 100% of students with standards-aligned materials.</p> <p>Maintain work with site Principals to develop classroom observation and assistance for the Common Core Standards.</p>	

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					<p>Certificated Teacher assignments and credentials 100% compliant.</p> <p>As measured by CELDT and AMAO2, increasing the number of EL students that will become proficient and reclassified. Baseline of 79% established.</p> <p>API data not available.</p> <p>Increase attendance at parent/community events; set</p>	<p>Certificated Teacher assignments and credentials 100% compliant.</p> <p>As measured by CELDT and AMAO2, increasing the number of EL students that will become proficient and reclassified will increase by 1%.</p> <p>API baseline to be established.</p> <p>Increase attendance at parent/community events by 5%.</p>	<p>Certificated Teacher assignments and credentials 100% compliant.</p> <p>As measured by CELDT and AMAO2, increasing the number of EL students that will become proficient and reclassified will increase by 2%.</p> <p>API growth to be established.</p> <p>Increase attendance at parent/community events by 5%.</p>	

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					baseline.  Increase attendance at School Site Council and PTA meetings to increase additional parent input.	Increase attendance by 5% at School Site Council and PTA meetings to increase additional parent input.	Increase attendance by 5% at School Site Council and PTA meetings to increase additional parent input.	
Ensure positive, healthy and safe school involvements and interactions.  Metrics: PBIS SWIS Data; Attendance Data; Suspension and Expulsion Data.	Goal 2: Safer Schools.	All	LEA-wide		Establish baseline of disciplinary referrals with goal of reducing referrals by 10% of previous year  17 out-of-school student suspensions.  Maintain 0 expulsions from school.	Decrease of disciplinary referrals by 10%.  15 out-of-school student suspensions.  Maintain 0 expulsions from school.	Decrease of disciplinary referrals by 10%.  13 out-of-school student suspensions.  Maintain 0 expulsions from school.	Basic Services; Other Student Outcomes; Parental Involvement; Pupil Engagement; School Climate

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Facilities are clean and					<p>10 school activities and enrichments are planned and funded.</p> <p>Partnership with Jerry Manuel Foundation (grades 6-8) and Farm to Fork (grades 7-8) results in increased enrollment of 50 students.</p> <p>Facilities are maintained with ongoing upgrades and improvements;</p>	<p>11 school activities and enrichment are planned and funded.</p> <p>Partnership with Jerry Manuel Foundation (grades 6-8) and Farm to Fork (grades 7-8) results in increased enrollment of 55 students; add additional partnerships.</p> <p>Facilities are maintained with ongoing upgrades and improvements;</p>	<p>12 School activities and enrichment are planned and funded.</p> <p>Partnership with Jerry Manuel Foundation (grades 6-8) and Farm to Fork (grades 7-8) results in additional enrollment of 60 students; add additional partnerships.</p> <p>Facilities are maintained with ongoing upgrades and improvements;</p>	

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<p>maintained with ongoing upgrades and improvements. Metrics: Williams, FIT</p> <p>Stakeholder desire emphasis on school safety and continued anti-bullying emphasis.</p> <p>Metrics: PBIS SWIS Data; Attendance Data; CHKS.</p>				<p>continue to receive FIT reports where condition is rated as good or better.</p> <p>Annual review and revision of School Safety Plan.</p> <p>Full implementation of Positive Behavior Intervention and Support (PBIS) and accompanying data collection.</p> <p>Annual participation in the California</p>	<p>continue to receive FIT reports where condition is rated as good or better.</p> <p>Annual review and revision of School Safety Plan.</p> <p>Full implementation of Positive Behavior Intervention and Support (PBIS) and accompanying data collection; reduce disciplinary referrals by 10%.</p> <p>Annual participation in the California</p>	<p>continue to receive FIT reports where condition is rated as good or better.</p> <p>Annual review and revision of School Safety Plan.</p> <p>Full implementation of Positive Behavior Intervention and Support (PBIS) and accompanying data collection; reduce disciplinary referrals by 10%.</p> <p>Annual participation in the California</p>		

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Transportation is provided within district boundaries for student safety to and from school.					<p>Healthy Kids Survey; establish baseline.</p> <p>MOU and partnership with neighboring school district for School Attendance and Review Board (SARB) services with 0 referrals.</p> <p>MOU and partnership with neighboring school district for transportation services with goal of decreasing truancy by 5% and with 96%</p>	<p>Healthy Kids Survey; increase by 5%.</p> <p>MOU and partnership with neighboring school district for School Attendance and Review Board (SARB) services; maintain 0 referrals.</p> <p>MOU and partnership with neighboring school district for transportation services with goal of decreasing truancy by 5% and with 96%</p>	<p>Healthy Kids Survey; increase by 5%.</p> <p>MOU and partnership with neighboring school district for School Attendance and Review Board (SARB) services; maintain 0 referrals.</p> <p>MOU and partnership with neighboring school district for transportation services with goal of decreasing truancy by 5% and with 96%</p>	

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Metric: Attendance Data.					attendance rate or better.  Maintain 0 middle school drop-outs.	attendance rate or better.  Maintain 0 middle school drop-outs.	attendance rate or better.  Maintain 0 middle school drop-outs.	

**Section 3: Actions, Services, and Expenditures**

*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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will



serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
  - 2) How do these actions/services link to identified goals and performance indicators?
  - 3) 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?
  - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 5) In the annual update, 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?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
  - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

<b>Goal</b> (Include and identify all goals from Section 2)	<b>Related State and Local Priorities</b> (from Section 2)	<b>Actions and Services</b>	<b>Level of Service</b> (Indicate if school-wide or LEA-wide)	<b>Annual Update: Review of actions/services</b>	<b>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?</b>
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					<b>LCAP YEAR Year 1: 2014-15</b>	<b>Year 2: 2015-16</b>	<b>Year 3: 2016-17</b>
<b>Goal 1:</b> Increased achievement in ELA/Writing and Mathematics to close achievement gap.	Basic Services; Implementation of State Standards; Course Access; Pupil Achievement; Other Student Outcomes; Parental Involvement; Pupil Engagement.	<b>Goal 1.1: Provide standards-aligned curriculum.</b>	LEA-wide  Provide on-going professional development materials to support implementation of the Common Core.		<i>Training</i> \$1,309 (Title II Part A Teacher Quality) Resc 4035 Objct 5800  <i>Materials</i> \$6,500 Resc 4035 Objct 4300	.  <i>Training</i> \$1,309 (Title II Part A Teacher Quality) Resc 4035 Objct 5800  <i>Materials</i> \$6,500 Resc 4035 Objct 4300	.  <i>Training</i> \$1,309 (Title II Part A Teacher Quality) Resc 4035 Objct 5800  <i>Materials</i> \$6,500 Resc 4035 Objct 4300
		<b>Goal 1.2 Provide assessments that support and drive instruction.</b>	Provide access for students and teachers to a wide variety of formative and summative assessment tools. Accelerated Reader, Standards Based Testing		\$1,800 Resc 0000 Objct 4300	\$1,800 Resc 0000 Objct 4300	\$1,800 Resc 0000 Objct 4300
		<b>Goal 1.3 Teachers provide high-quality instruction.</b>	All teachers appropriately credentialed for their assignments.		\$2,000 Resc 0000 Objct 5200	\$2,000 Resc 0000 Objct 5200	\$2,000 Resc 0000 Objct 5200
			Provide on-going		\$500	\$500	\$500

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p><b>Goal 1.5: Provide class sizes of 24:1 or less in grades K-3.</b></p> <p><b>Goal 1.6: Provide high-functioning technology and support in every classroom</b></p>	<p>professional development to support teachers.</p> <p>Plan and assign student placement to meet 24:1 or less in grades K-3.</p> <p>Procure, maintain and support all school technology</p>		<p>Resc 0000 Objct 4300</p> <p><i>Additional Classroom Aids</i> \$51,356 Resc 0000 Objct 2100</p> <p>\$35,400 Resc 0000 Objct 5600 Loc Opt 100</p> <p>\$13,000 Resc 0000 Objct 4300 Loc Opt 100</p>	<p>Resc 0000 Objct 4300</p> <p><i>Additional Classroom Aids</i> \$51,356 Resc 0000 Objct 2100</p> <p>\$35,400 Resc 0000 Objct 5600 Loc Opt 100</p> <p>\$13,000 Resc 0000 Objct 4300 Loc Opt 100</p>	<p>Resc 0000 Objct 4300</p> <p><i>Additional Classroom Aids</i> \$51,356 Resc 0000 Objct 2100</p> <p>\$35,400 Resc 0000 Objct 5600 Loc Opt 100</p> <p>\$13,000 Resc 0000 Objct 4300 Loc Opt 100</p>
Goal 2: Safer Schools.	Basic Services; Pupil Achievement; Other Student	<b>Goal 2.1: Schools will become safer, with a culture that emphasizes the acquisition of social and</b>	LEA-wide  Full implementation of Positive Behavior Intervention and		<p>\$5,893.33 Resc 0000 Objct 1100 PBIS Contract \$7,000.00 Resc 0000</p>	<p>\$5,893.33 Resc 0000 Objct 1100 PBIS Contract \$7,000.00 Resc 0000</p>	<p>\$5,893.33 Resc 0000 Objct 1100 PBIS Contract \$7,000.00 Resc 0000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Outcomes; Parental Involvement; Pupil Engagement.	<b>emotional skills. Students will receive additional supports to increase engagement of learning.</b>	<p>Support including contract with service provider, training, support staff, and data support; strong anti-bullying programs.</p> <p>Student supervision provided by aides specifically trained for and assigned to playground and cafeteria duty</p> <p>Full-time Behavior Specialist position established at K-6 site.</p> <p>Contract with Twin Rivers Police Department for on-call School Resource Officer.</p>		<p><i>Objct 5800 Alpha Girls Club \$3,000 Objct 1102,4300 LocOp 110 Anti-Bullying 3,000 Resc 9841 Objct 5800 Material and Supplies 2,000 Resc 0000 Objct 4300 Behavior Support \$27,386.68 Resc 0000 Objct 2100 3 3.5 hr aides \$31,592.19 Middle School Prep Merit Program \$650 Resc 0000 Objct 4300 Behavior Specialist</i></p>	<p><i>Objct 5800 Alpha Girls Club \$3,000 Objct 1102,4300 LocOp 110 Anti-Bullying 3,000 Resc 9841 Objct 5800 Material and Supplies 2,000 Resc 0000 Objct 4300 Behavior Support \$27,386.68 Resc 0000 Objct 2100 3 3.5 hr aides \$31,592.19 Middle School Prep Merit Program \$650 Resc 0000 Objct 4300 Behavior Specialist</i></p>	<p><i>Objct 5800 Alpha Girls Club \$3,000 Objct 1102,4300 LocOp 110 Anti-Bullying 3,000 Resc 9841 Objct 5800 Material and Supplies 2,000 Resc 0000 Objct 4300 Behavior Support \$27,386.68 Resc 0000 Objct 2100 3 3.5 hr aides \$31,592.19 Middle School Prep Merit Program \$650 Resc 0000 Objct 4300 Behavior Specialist</i></p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<i>\$48,421</i> <i>Resc 0000</i> <i>Objct 2900</i> <i>Twin Rivers</i> <i>\$5,000</i> <i>Resc 1100</i> <i>Objct 5800</i>	<i>\$48,421</i> <i>Resc 0000</i> <i>Objct 2200</i> <i>Twin Rivers</i> <i>\$5,000</i> <i>Resc 1100</i> <i>Objct 5800</i>	<i>\$48,421</i> <i>Resc 0000</i> <i>Objct 2200</i> <i>Twin Rivers</i> <i>\$5,000</i> <i>Resc 1100</i> <i>Objct 5800</i>
		<b>Goal 2:2: Facilities are clean and maintained with ongoing upgrades and improvements.</b>	Ensure that facilities are clean and maintained with ongoing upgrades and improvements.		<i>Salaries</i> <i>\$52,300</i> <i>Resc 0000</i> <i>Objct 2200</i>	<i>Salaries</i> <i>\$52.300</i> <i>Resc 0000</i> <i>Objct 2200</i>	<i>Salaries</i> <i>\$52.300</i> <i>Resc 0000</i> <i>Objct 2200</i>
		<b>Goal 2.3: K-6 site will receive a new roof.</b>	K-6 site.		<i>\$273,850</i> <i>Fund 21</i> <i>Goal 9585</i>	<i>\$273,850</i> <i>Fund 21</i> <i>Goal 9585</i>	<i>\$273,850</i> <i>Fund 21</i> <i>Goal 9585</i>
		<b>Goal 2.4: K-6 site will receive new</b>	K-6 site.		<i>\$24,925</i> <i>Fund 21</i>	<i>\$24,925</i> <i>Fund 21</i>	<i>\$24,925</i> <i>Fund 21</i>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>upgraded and renovated courtyard area in both north and south location of campus.</p> <p><b>Goal 2.5: Proposition 39 funds to provide energy upgrades K-8.</b></p>	LEA-wide.		<p><i>Goal 9528</i></p> <p><i>\$53,327</i> <i>Resc 6230</i> <i>Objct 5800</i></p>	<p><i>Goal 9528</i></p> <p><i>\$53,327</i> <i>Resc 6230</i> <i>Objct 5800</i></p>	<p><i>Goal 9528</i></p> <p><i>\$53,327</i> <i>Resc 6230</i> <i>Objct 5800</i></p>

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Increased achievement in ELA/Writing and Mathematics to close achievement gap.	Basic Services; Implementation of State Standards; Course Access; Pupil Achievement; Other Student Outcomes; Parental Involvement; Pupil Engagement.	<b>Goal 1.4: For Low-income students, English Learners and Foster Youth - Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.</b>	<b>LEA-wide</b>  <b>Provide classroom only instructional aides to assist in engaging and supporting small groups while teachers facilitate small-group instruction.</b>		<i>Also included in Section A Goal 1.5 \$51,356 Resc 0000 Objct 2100</i>	<i>Also included in Section A Goal 1.5 \$51,356 Resc 0000 Objct 2100</i>	<i>Also included in Section A Goal 1.5 \$51,356 Resc 0000 Objct 2100</i>
		<b>Goal 1.5: For Low-income students, English Learners and Foster Youth - Provide class sizes of 24:1 or less in grades K-3.</b>	<b>Plan and assign student placement to meet 24:1 or less in grades K-3.</b>		<i>Also included in Section A Goal 1.5 \$51,356 Resc 0000 Objct 2100</i>	<i>Also included in Section A Goal 1.5 \$51,356 Resc 0000 Objct 2100</i>	<i>Also included in Section A Goal 1.5 \$51,356 Resc 0000 Objct 2100</i>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p><b>Goal 1.6: For Low-income students, English Learners and Foster Youth - Provide high-functioning technology and support in every classroom</b></p> <p><b>Goal 1.7: For English Learners - Provide rigorous EL support that meets or exceeds guidelines.</b></p>	<p><b>Procure, maintain and support all school technology</b></p> <p><b>Provide EL support for 6 hour classroom aide, CELDT testing support, ELAC training, professional development, instructional materials, CELDT testing support, additional instructional time and resources for Multicultural Club.</b></p>		<p><i>Also In Section A Goal 1.6</i> \$35,000 Resc 0000 Objct 5600 Loc Opt 100</p> <p>\$13,000 Resc 0000 Objct 4300 Loc Opt 100</p> <p>\$22,125 Resc 0000 Objct 2100</p> <p>\$32,583 Resc 0000 Objct 1100</p> <p>\$2,500 Resc 0000 Objct 4300</p> <p>\$1,500 Resc 0000 Objct 1102</p>	<p><i>Also In Section A Goal 1.6</i> \$35,000 Resc 0000 Objct 5600 Loc Opt 100</p> <p>\$13,000 Resc 0000 Objct 4300 Loc Opt 100</p> <p>\$22,125 Resc 0000 Objct 2100</p> <p>\$32,583 Resc 0000 Objct 1100</p> <p>\$2,500 Resc 0000 Objct 4300</p> <p>\$1,500 Resc 0000 Objct 1102</p>	<p><i>Also In Section A Goal 1.6</i> \$35,000 Resc 0000 Objct 5600 Loc Opt 100</p> <p>\$13,000 Resc 0000 Objct 4300 Loc Opt 100</p> <p>\$22,125 Resc 0000 Objct 2100</p> <p>\$32,583 Resc 0000 Objct 1100</p> <p>\$2,500 Resc 0000 Objct 4300</p> <p>\$1,500 Resc 0000 Objct 1102</p>



Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Approximately \$224,818.61 of LCFF supplemental and concentration funds, allocated for Low income, English Learner and Foster Youth, were budgeted district-wide for expenditures such as classroom-only aides, student supervision-only aides, training, assessments, instructional materials, enrichment opportunities, Common Core, and social/emotional supports. School staff and School Site Councils will align their Single Plans for Student Achievement to the goals and actions in the approved Local Control Accountability Plan. Approximately 70% of Elverta Joint Elementary School District students qualify for free and reduced price meals ((77% at Elverta Elementary School; 64% at Alpha Middle School). Approximately 25% of Elverta Joint Elementary School District students have a home language other than English ((29% at Elverta Elementary School; 19% at Alpha Middle School).

Prior CST testing indicated that Elverta Joint Elementary School District students scored 43% Proficient and Advanced and 57% Basic or below in ELA. Students scored 39% Proficient and above and 61% Basic and below in Mathematics. CST testing scores have declined since the 2009-2010 school year.

- C. 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). 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). 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.

The Elverta Joint Elementary School District serves a diverse student population of approximately 305 students in kindergarten through eighth grade. Approximately 70% of Elverta Joint Elementary School District students qualify for free and reduced price meals. Approximately 25% of Elverta Joint Elementary School District students have a home language other than English. Minimum Proportionality Percentage (MPP) funds of

10.89% were allocated to all schools that have low-income, English Learner and Foster Youth populations, providing increased services to these students. As a result of diversity represented in our schools, a variety of student supports are required. Therefore we believe that the increased supports outlined in this plan best meet the needs of the students we serve.

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.