

## § 15497.5. Local Control and Accountability Plan and Annual Update Template

### Introduction:

LEA: Orchard School District    Contact (Name, Title, Email, Phone Number): Mildred Arellano, Principal, [marellano@orchardsd.org](mailto:marellano@orchardsd.org), (408) 944-0388

LCAP Year: 2016-2017 – 2017-18 – 2018-19

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code*

section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

**B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52055(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The Orchard School District was founded in 1856 by the early pioneers of Santa Clara Valley and was one of the first schools in San Jose, California. The district has been in existence for over 150 years. The school was founded on the principle of being an independent school that was dedicated to serving the needs of the community. Nestled in the heart of Silicon Valley, the former fruit orchards and garden areas are replaced by business and commercial centers. Today, Orchard School District serves the needs of over nine hundred students in grades transitional-kindergarten through eighth grade in a beautiful, modern, state-of-the-art facility that provides a center for both school and community gatherings.</p> <p>The district has a before and after school program for school age children operated by the</p>	<p>After reviewing and compiling the entire stakeholder input received the following major themes emerged and are included in the LCAP.</p> <p>Priority One:</p> <ul style="list-style-type: none"> <li>• Increase staffing and retain highly qualified staff, including substitute teachers.</li> </ul>

Community Child Care Council (4Cs). The district has on its campus three Santa Clara County special education classes for autistic students and one for the orthopedically impaired.

The Orchard School Board of Education has been committed to providing leadership and direction to foster an educational environment that places students first. The Board established a set of core beliefs that is currently guiding the district through continual improvement.

- We are absolutely committed to providing a distinguished learning environment that ensures excellence and achievement for all our students.
- We believe that our teachers and staff are our most valuable assets and resources.
- We are fiscally trustworthy and dedicated to responsible financial accountability.
- We believe in and promote community involvement in Orchard School District activities.
- We operate openly with trust and integrity governing in a dignified professional manner, treating everyone with civility and respect.

At the end of the 2012/13 school year our Board of trustees met and developed the following goals and objectives.

#### **GOALS AND OBJECTIVES**

**GOAL I - STUDENT ACHIEVEMENT:** All students are valued and will be provided opportunities to reach their full potential through innovative and well-balanced education using the common core standards.

- Develop and implement uniform monitoring system for student performance
- Implement State Assessments
- Extend learning time to support students and enhance learning.
- Transition from standards based to common core

#### **Priority Two:**

- Professional Development for all staff in the implementation of the CCSS, including ELD and Next Generation Science Standards
- Professional Development on Guided Language Acquisition Design (GLAD) strategies
- Professional Development on new curriculum
- Continuation of staff release days for planning and collaboration
- Implementation of smaller class size
- Participation in the K-3 CSR program
- Staff Coaching in implementation of the standards with a focus on English Learners, low income pupils, and foster youth

#### **Priority Three:**

- Continuation of parent curriculum nights with a focus on literacy and math
- Parent communication through newsletters, website, and phone calls
- Parent trainings throughout the school year
- Childcare for parent meetings
- Parent Engagement in Education Program
- Creation and implementation of a parent volunteer program, including school day and extracurricular activities

<p><b><u>GOAL II - HUMAN RESOURCES:</u></b> All staff is valued and respected by providing and ensuring opportunities to attract, support, and retain exemplary staff.</p> <ul style="list-style-type: none"> <li>• Organizational Chart</li> <li>• Evaluation plan consistent with the employee contracts</li> <li>• Develop a plan to ensure health and welfare services are secured</li> </ul> <p><b><u>GOAL III – SAFE LEARNING ENVIORNMENT:</u></b> Provide a safe and secure learning environment.</p> <ul style="list-style-type: none"> <li>• Build safety parameters around the school</li> <li>• Develop a school safety plan</li> <li>• Develop a safety parent handbook</li> </ul> <p><b><u>GOAL IV - COMMUNICATION:</u></b> Support open and honest communication to build a partnership with parents and the community and to promote participation.</p> <ul style="list-style-type: none"> <li>• Expanding communication process</li> <li>• Develop outreach plan (partnerships)</li> <li>• Maintaining and updating the school website</li> </ul> <p><b><u>GOAL V – FISCAL ACCOUNTABILITY:</u></b> To ensure and maintain fiscal responsibility and financial accountability.</p> <ul style="list-style-type: none"> <li>• Seek and builds new revenue sources (ensure goal is met)</li> </ul> <p>This year as we embarked in the development of the LCFF budget and its accompanying plan, the LCAP, we continued to use the above documents to guide and inform our work. Our goal was to insure to build upon our work and maximize all our resources.</p> <p>Stakeholder groups were engaged in the development of the state's Local Control Funding</p>	<p>Priority Four:</p> <ul style="list-style-type: none"> <li>• Availability of intervention programs and services to meet the needs of all students, including implementation of RTI</li> <li>• Differentiation of instruction to meet the diverse academic proficiency levels of all students, including high achieving students</li> <li>• Full implementation of an ELD program</li> <li>• Data-driven professional learning communities</li> <li>• Assessment and monitoring system</li> <li>• Study trips including trips to local colleges and universities</li> <li>• Provide multiple math pathways for students</li> <li>• Maintain implementation of the SST Process</li> <li>• Summer Intervention Program</li> </ul> <p>Priority Five:</p> <ul style="list-style-type: none"> <li>• After-school clubs including sports</li> <li>• Student recognition program for academics and attendance</li> <li>• Continue elementary and middle school ASB programs</li> <li>• Continue PLAYWORKS TEAMUP during recess</li> <li>• Continue attendance team to monitor student attendance including foster youth</li> <li>• Connect with local community and business and create partnerships</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Formula (LCFF) and Local Control Accountability Plan (LCAP) throughout the 2015-2016 school years. Stakeholders included parents, governing parent committees – School Site Council (SSC), English Learner Advisory Committee (ELAC), students, Parent Advisory Committee (PAC), certificated and classified staff, local bargaining units, and County Office of Education. Stakeholders were asked to provide input on how Orchard could continue to address the eight state priority areas to help ensure that all Orchard students are college and career ready.</p> <p>The following is a summary of our stakeholder meetings; agendas and minutes were maintained.</p> <p>August to October 2015:</p> <ul style="list-style-type: none"> <li>• Board Presentation 9/22/15</li> </ul> <p>November 2015 to January 2016:</p> <ul style="list-style-type: none"> <li>• Board Presentation 1/5/16</li> <li>• Board Presentation 1/19/16</li> <li>• Leadership Team 1/21/16</li> <li>• School Site Council and English Learner Advisory Committee (SSC/ELAC) 1/28/16</li> </ul> <p>February 2016 to March 2016:</p> <ul style="list-style-type: none"> <li>• Board Presentation 2/2/16</li> <li>• Leadership Team 2/4/16</li> <li>• Principal's Coffee 3/11/16</li> <li>• School Site Council and English Learner Advisory Committee (SSC/ELAC) 2/25/16, 3/24/16</li> </ul>	<p>Priority Six:</p> <ul style="list-style-type: none"> <li>• Increase school spirit days</li> <li>• Host school-wide beautification events</li> <li>• Implement school-wide safety and discipline plan, including incentives</li> <li>• Project Cornerstone</li> </ul> <p>Priority Seven:</p> <ul style="list-style-type: none"> <li>• Integration of instructional strategies in order to support English language learners</li> <li>• Professional development for staff on how to integrate project based learning and technology</li> <li>• Use of Writer's Workshop to conduct research projects and increase range of writing</li> <li>• Integration of technology resources</li> <li>• Increase middle school electives</li> <li>• Accelerated math pathway in grades 6-8</li> </ul> <p>Priority Eight:</p> <ul style="list-style-type: none"> <li>• Continue to provide Counseling Services</li> </ul>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<ul style="list-style-type: none"> <li>TK-8 Staff Meeting 3/23/16</li> </ul> <p>April 2016 to June 2016:</p> <ul style="list-style-type: none"> <li>Principal's Coffee 4/15/16</li> <li>Leadership Team 4/21/16, 5/5/16, 5/13/16</li> <li>School Site Council and English Learner Advisory Committee (SSC/ELAC) 4/28/16, 5/26/16</li> <li>TK-8 Staff Meeting/Stakeholder Survey 5/11/16</li> <li>Classified Staff Meeting/Stakeholder Survey 5/11/16</li> <li>Public Hearing 6/14/16</li> <li>Orchard School District Board meeting to approve LCAP 6/16/16</li> </ul>	
<p><b>Annual Update:</b></p> <p>Orchard School District developed a timeline and structures to engage our stakeholders in meaningful input and feedback in the implementation of this years LCAP and the annual update and revision of the 2016/17 LCAP. Throughout the year we held multiple meetings and consulted with our stakeholders on the LCAP goals and actions and services. We shared the data collected to monitor our expected outcomes and made adjustments as needed. During this process our parents, students, staff, and other stakeholders gave us feedback, as indicated above, to revise and finalize our LCAP for 2016/17.</p>	<p><b>Annual Update:</b></p> <p>After careful review and analysis of the 2015/16 LCAP, its implementation and the input from our parents, students, staff, and other stakeholders it was decided we continue the actions and services we started this year. It was also decided to revise and/or add the following to the LCAP:</p> <ol style="list-style-type: none"> <li>1) Reduce the number of actions in each goal.</li> <li>2) Add two new afterschool sports, soccer and cross country.</li> <li>3) Expand the Extended School Year Program.</li> </ol>



## 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, school site-level advisory groups, as applicable (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.

**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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	1. All students will reach high standards, attaining proficiency or better in reading and math.		Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5_X_ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify <u>District Goals 1-5</u>
Identified Need :	Needs: 1) As per the 2015 CAASPP test results, some students suffer from an educational achievement and opportunity gap, including English Learners, low-income pupils, and foster youth.  2) As measured by our attendance rates there is a need to improve student attendance.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All Pupils	
<b>LCAP Year 1: 2016-17</b>			

Expected Annual Measurable Outcomes:	Increase student achievement as measured by CAASPP and local assessments (DRA, AR, and math benchmarks).		
	1. Increase CAASPP results school-wide and significant subgroups annually by 10%. Our current scores are:		
		<b>ELA</b>	<b>Math</b>
	School-wide	46%	38%
	Asian	56%	55%
	Hispanic	35%	19%
	English Learners	21%	20%
	Low-income	39%	29%
2. Using local assessments 65 % of our students meeting proficiency in reading and 70% meeting proficiency in math. Currently 60% of our students met the reading benchmark and 64% met the math benchmark.			
3. Increase student attendance by 1%. At this time the current attendance is 97.4%. Reevaluate goal once we have CAASPP data.			
Actions/Services		Scope of Service	Budgeted Expenditures
1. Recruit, hire, and retain highly qualified teachers and other staff, who to the extent possible are bilingual, as measured by assignments and credentials; provide Beginning Teacher Support and Assessment (BTSA) Induction services for new teachers.  +1.0 FTE Teacher +1.0 FTE Special Education Teacher		LEA-wide	\$ 190,110
			LCFF 010-0000 SpEd 080-6500 Title I 060-3010 Title II 060-4035
			Object 1-3xxx 52xx 58xx

2. Continue the instructional coach position to support the implementation of the CORE curriculum including ELD and student interventions.	LEA-wide	<div> <div>__ALL</div> <div>OR:  <div>__X_Low Income pupils __X_English Learners</div> <div>__X_Foster Youth __X_R redesignated fluent English proficient</div> <div>__Other Subgroups:(Specify)_____</div> </div> </div>	<div>\$110,838</div> <div>LCFF 010-0000</div> <div>Object 1-3xxx</div>
3. Continue the counselor position to provide counseling services for students improving student engagement as measured by attendance rates. Provide student support with social and emotional wellbeing and attendance.	LEA-wide	<div> <div>__ALL</div> <div>OR:  <div>__Low Income pupils __X_English Learners</div> <div>__Foster Youth __X_R redesignated fluent English proficient</div> <div>__X_Other Subgroups:(Specify) <u>Special Education</u></div> </div> </div>	<div>\$105,573</div> <div>LCFF 010-0000 Title III 060-4203 SpEd 080- 6500/6512</div> <div>Objt 1-3xxx</div>
4. Develop and implement a Response to Intervention (RTI) program within the school day. Provide students with extended day support on state standards and social emotional wellbeing.	LEA-wide	<div> <div>__X_ALL</div> <div>OR:  <div>__Low Income pupils __English Learners</div> <div>__Foster Youth __Redesignated fluent English proficient</div> <div>__Other Subgroups:(Specify)_____</div> </div> </div>	<div>\$1,000</div> <div>LCFF 010-0000</div> <div>Objt 1-3xxx</div>
5. Provide extended school day and year	LEA-wide	<div> <div>__X_ALL</div> </div>	<div>\$ 34,947</div>

programs that focus on tutorials, and extended/accelerated time in ELA, ELD, and/or math.		<div>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)_____ </div>	SpEd 080-6500 Title I 060-3010  Object 1-3xxx
6. Increase access to technology, including blended learning for students who need extra help or who need acceleration.	LEA-wide	<input checked="" type="checkbox"/> X_ALL	See 1.5  \$ 34,947
		<div>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)_____ </div>	SpEd 080-6500 Title I 060-3010  Object 1-3xxx
7. Provide students' access to Accelerated Reader and JiJi Math for school and engage and support parents with home use.	LEA-wide	<input checked="" type="checkbox"/> X_ALL	\$ 8,000  Title I 060-3010
		<div>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)_____ </div>	Objt 5846
8. Continue elective course options for middle school students and a zero period for Band for students in 5 <sup>th</sup> grade.	LEA-wide	<input checked="" type="checkbox"/> X_ALL	\$18,054  LCFF

		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)_____	010-0000  1-3xxx
9. Continue to improve attendance rates and achievement through recognition programs and systematic identification process of truant students for referral to the Student Attendance Review Board (SARB).	LEA-wide	<input checked="" type="checkbox"/> X 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)_____	See 1.2  \$110,838  LCFF 010-0000  Object 1-3xxx
10. Implement a recess program for a positive, healthy school and recess culture, and reduce discipline problems as measured by suspension rates.	LEA-wide	<input checked="" type="checkbox"/> X 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)_____	\$ 15,000  LCFF 010-0000  Object 1-3xxx
LCAP Year 2: 2017-18			



Expected Annual Measurable Outcomes:	Increase student achievement as measured by CAASPP and local assessments (DRA, AR, and math benchmarks).			
	1. Increase CAASPP results school-wide and significant subgroups annually by 10%. Our current scores are:			
		ELA	Math	
	School-wide	46%	38%	
	Asian	56%	55%	
	Hispanic	35%	19%	
	English Learners	21%	20%	
	Low-income	39%	29%	
2. Using local assessments 65 % of our students meeting proficiency in reading and 70% meeting proficiency in math. Currently 60% of our students met the reading benchmark and 64% met the math benchmark.				
3. Increase student attendance by 1%. At this time the current attendance is 97.4%.				
Reevaluate goal once we have CAASPP data.				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Recruit, hire, and retain highly qualified teachers and other staff, who to the extent possible are bilingual, as measured by assignments and credentials; provide Beginning Teacher Support and Assessment (BTSA) Induction services for new teachers.		LEA-wide	__X__ALL	\$ 190,110
			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF 010-0000 SpEd 080-6500 Title I 060-3010 Title II 060-4035  Object 1-3xxx 52xx 58xx

<p>2. Continue the instructional coach position to support the implementation of the CORE curriculum including ELD and student interventions.</p>	<p>LEA-wide</p>	<p><u>  X  </u> ALL</p> <hr/> <p>OR:  <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>\$110,838</p> <p>LCFF 010-0000</p> <p>Object 1-3xxx</p>
<p>3. Continue the counselor position to provide counseling services for students improving student engagement as measured by attendance rates. Provide student support with social and emotional wellbeing and attendance.</p>	<p>LEA-wide</p>	<p><u>  </u> ALL</p> <hr/> <p>OR:  <u>  X  </u> Low Income pupils <u>  X  </u> English Learners  <u>  X  </u> Foster Youth <u>  X  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:(Specify) _____</p>	<p>\$105,573</p> <p>LCFF 010-0000 Title III 060-4203 SpEd 080- 6500/6512</p> <p>Objt 1-3xxx</p>
<p>4. Develop and implement a Response to Intervention (RTI) program within the school day. Provide students with extended day support on state standards and social emotional wellbeing.</p>	<p>LEA-wide</p>	<p><u>  </u> ALL</p> <hr/> <p>OR:  <u>  </u> Low Income pupils <u>  X  </u> English Learners  <u>  </u> Foster Youth <u>  X  </u> Redesignated fluent English proficient  <u>  X  </u> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>\$1,000</p> <p>LCFF 010-0000</p> <p>Objt 1-3xxx</p>
	<p>LEA-wide</p>	<p><u>  X  </u> ALL</p> <hr/>	

<p>5. Provide extended school day and year programs that focus on tutorials, and extended/accelerated time in ELA, ELD, and/or math.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$ 34,947</p> <p>SpEd 080-6500 Title I 060-3010</p> <p>Object 1-3xxx</p>
<p>6. Increase access to technology, including blended learning for students who need extra help or who need acceleration.</p>	<p>LEA-wide</p>	<p><u>_X_</u> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>See 1.5</p> <p>\$ 34,947</p> <p>SpEd 080-6500 Title I 060-3010</p> <p>Object 1-3xxx</p>
<p>7. Provide students' access to Accelerated Reader and JiJi Math for school and engage and support parents with home use.</p>	<p>LEA-wide</p>	<p><u>_X_</u> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>8. Increase elective course options for middle school students and a zero period for Band for students in 5<sup>th</sup> grade.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <hr/> <p>OR:  <input type="checkbox"/>_Low Income pupils   <input type="checkbox"/>_English Learners  <input type="checkbox"/>_Foster Youth   <input type="checkbox"/>_Redesignated fluent English proficient  <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$18,054</p> <p>LCFF 010-0000</p> <p>1-3xxx</p>
<p>9. Continue to improve attendance rates and achievement through recognition programs and systematic identification process of truant students for referral to the Student Attendance Review Board (SARB).</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <hr/> <p>OR:  <input type="checkbox"/>_Low Income pupils   <input type="checkbox"/>_English Learners  <input type="checkbox"/>_Foster Youth   <input type="checkbox"/>_Redesignated fluent English proficient  <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>See 1.2</p> <p>\$110,838</p> <p>LCFF 010-0000</p> <p>Object 1-3xxx</p>
<p>10. Implement a recess program for a positive, healthy school and recess culture, and reduce discipline problems as measured by suspension rates.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <hr/> <p>OR:  <input type="checkbox"/>_Low Income pupils   <input type="checkbox"/>_English Learners  <input type="checkbox"/>_Foster Youth   <input type="checkbox"/>_Redesignated fluent English proficient  <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$ 15,000</p> <p>LCFF 010-0000</p> <p>Object 1-3xxx</p>

OR:  
 \_\_\_ Low Income pupils \_\_\_ English Learners  
 \_\_\_ Foster Youth \_\_\_ Redesignated fluent English proficient  
 \_\_\_ Other Subgroups:(Specify)\_\_\_\_\_

**LCAP Year 3: 2018-19**

**Expected Annual  
Measurable  
Outcomes:**

Increase student achievement as measured by CAASPP and local assessments (DRA, AR, and math benchmarks).

1. Increase CAASPP results school-wide and significant subgroups annually by 10%. Our current scores are:

	ELA	Math
School-wide	46%	38%
Asian	56%	55%
Hispanic	35%	19%
English Learners	21%	20%
Low-income	39%	29%

2. Using local assessments 65 % of our students meeting proficiency in reading and 70% meeting proficiency in math. Currently 60% of our students met the reading benchmark and 64% met the math benchmark.

3. Increase student attendance by 1%. At this time the current attendance is 97.4%.

Reevaluate goal once we have CAASPP data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Recruit, hire, and retain highly qualified	LEA-wide	_X_ALL	\$ 190,110

teachers and other staff, who to the extent possible are bilingual, as measured by assignments and credentials; provide Beginning Teacher Support and Assessment (BTSA) Induction services for new teachers.		<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>LCFF 010-0000 SpEd 080-6500 Title I 060-3010 Title II 060-4035</p> <p>Object 1-3xxx 52xx 58xx</p>
2. Continue the instructional coach position to support the implementation of the CORE curriculum including ELD and student interventions.	LEA-wide	<p><input checked="" type="checkbox"/> X_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>\$110,838</p> <p>LCFF 010-0000</p> <p>Object 1-3xxx</p>
	LEA-wide	<input type="checkbox"/> ALL	

<p>3. Continue the counselor position to provide counseling services for students improving student engagement as measured by attendance rates. Provide student support with social and emotional wellbeing and attendance.</p>		<p>OR:  <input checked="" type="checkbox"/>_X_Low Income pupils   <input checked="" type="checkbox"/>_X_English Learners  <input checked="" type="checkbox"/>_X_Foster Youth   <input checked="" type="checkbox"/>_X_Redesignated fluent English proficient  <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$105,573</p> <p>LCFF 010-0000 Title III 060-4203 SpEd 080-6500/6512</p> <p>Objt 1-3xxx</p>
<p>4. Develop and implement a Response to Intervention (RTI) program within the school day. Provide students with extended day support on state standards and social emotional wellbeing.</p>	<p>LEA-wide</p>	<p><u>__ALL</u></p> <p>OR:  <input type="checkbox"/>_Low Income pupils   <input checked="" type="checkbox"/>_X_English Learners  <input type="checkbox"/>_Foster Youth   <input checked="" type="checkbox"/>_X_Redesignated fluent English proficient  <input checked="" type="checkbox"/>_X_Other Subgroups:(Specify) <u>Special Education</u></p>	<p>\$1,000</p> <p>LCFF 010-0000</p> <p>Objt 1-3xxx</p>
<p>5. Provide extended school day and year programs that focus on tutorials, and extended/accelerated time in ELA, ELD, and/or math.</p>	<p>LEA-wide</p>	<p><u>_X_ALL</u></p> <p>OR:  <input type="checkbox"/>_Low Income pupils   <input type="checkbox"/>_English Learners  <input type="checkbox"/>_Foster Youth   <input type="checkbox"/>_Redesignated fluent English proficient  <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$ 34,947</p> <p>SpEd 080-6500 Title I 060-3010</p> <p>Object 1-3xxx</p>
	<p>LEA-wide</p>	<p><u>_X_ALL</u></p>	

6. Increase access to technology, including blended learning for students who need extra help or who need acceleration.		<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>See 1.5</p> <p>\$ 34,947</p> <p>SpEd 080-6500 Title I 060-3010</p> <p>Object 1-3xxx</p>
7. Provide students' access to Accelerated Reader and JiJi Math for school and engage and support parents with home use.	LEA-wide	<p><input checked="" type="checkbox"/> _X_ALL</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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
8. Increase elective course options for middle school students and a zero period for Band for students in 5 <sup>th</sup> grade.	LEA-wide	<p><input checked="" type="checkbox"/> _X_ALL</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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$18,054</p> <p>LCFF 010-0000</p> <p>1-3xxx</p>
9. Continue to improve attendance rates and achievement through recognition programs and	LEA-wide	<p><input checked="" type="checkbox"/> _X_ALL</p>	See 1.2



systematic identification process of truant students for referral to the Student Attendance Review Board (SARB).		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)_____	\$110,838  LCFF 010-0000  Object 1-3xxx
10. Implement a recess program for a positive, healthy school and recess culture, and reduce discipline problems as measured by suspension rates.	LEA-wide	<div> <input checked="" type="checkbox"/> _X_ALL         </div> <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$ 15,000  LCFF 010-0000  Object 1-3xxx

GOAL:	2) English Learners will become proficient in English and attain proficiency in all subject areas		Related State and/or Local Priorities: 1__X_ 2__X_ 3__ 4__X_ 5__ 6__ 7__ 8__X_ COE only: 9__ 10__ Local : Specify <u>District Goals 1-5</u>
Identified Need :	Need: As per the Title III 2015 results there is a need to increase the % of English Language Learners (ELLs) meeting AMAO I and II in the 5 years or less cohort. There is also a need to continue to increase the reclassification rates of ELLs students.		
Goal Applies to:	Schools:	All	

Applicable Pupil Subgroups: English Learners			
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<p>As measured by the CELDT 76% of ELLs will meet AMAO I, 68% will meet AMAO II and 25.5% of ELs in the 5 years or less cohort will meet AMAO II.</p> <p>Currently (2016):</p> <ul style="list-style-type: none"> <li>75.3% ELs met AMAO I</li> <li>66.6% ELLs met AMAO II – 5 years+</li> <li>Pending% ELs met AMAO II – less than 5 years</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. When possible hire highly qualified bilingual staff as measured by teacher credentials.	LEA-wide	<p><input type="checkbox"/> ALL</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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	As outlined in Goal 1.1
2. Purchase standards aligned supplementary ELD instructional materials for designated ELD time block to ensure equity and include primary language materials (also can be used at home with parents).	LEA-wide	<p><input type="checkbox"/> ALL</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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,769</p> <p>Title III 060-4203</p> <p>Object 5830</p>
3. Purchase ELD/ELA curriculum development materials and provide coaching to support teachers in differentiation and effective EL strategies in order to support student communication, collaboration, critical thinking, and creativity.	LEA-wide	<p><input type="checkbox"/> ALL</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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500</p> <p>Title III 060-4203</p> <p>Object 5830</p>
4. Engage in on-going analysis of student data to	LEA-wide	<input type="checkbox"/> ALL	No additional

<p>ensure English learners are making academic progress in content standards and ELD and share results with parents.</p>		<p>OR:  <input type="checkbox"/>_X_Low Income pupils <input type="checkbox"/>_X_English Learners  <input type="checkbox"/>_X_Foster Youth <input type="checkbox"/>_X_R redesignated fluent English proficient  <input type="checkbox"/>_Other Subgroups:(Specify)_____</p> <p>OR:  <input type="checkbox"/>_X_Low Income pupils <input type="checkbox"/>_X_English Learners  <input type="checkbox"/>_X_Foster Youth <input type="checkbox"/>_X_R redesignated fluent English proficient  <input type="checkbox"/>_Other Subgroups:(Specify)_____</p> <p>OR:  <input type="checkbox"/>_X_Low Income pupils <input type="checkbox"/>_X_English Learners  <input type="checkbox"/>_X_Foster Youth <input type="checkbox"/>_X_R redesignated fluent English proficient  <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>costs</p>
<p align="center"><b>LCAP Year 2: 2017-18</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>As measured by the CELDT 78% of ELLs will meet AMAO I, 70% will meet AMAO II and 30% of ELs in the 5 years or less cohort will meet AMAO II.          Currently (2016):</p> <ul style="list-style-type: none"> <li>• 75.3% ELs met AMAO I</li> <li>• 66.6% ELs met AMAO II – 5 years+</li> <li>• Pending% ELs met AMAO II – less than 5 years</li> </ul>		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>1. When possible hire highly qualified bilingual staff as measured by teacher credentials.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/>_ALL</p> <p>OR:  <input type="checkbox"/>_X_Low Income pupils <input type="checkbox"/>_X_English Learners  <input type="checkbox"/>_X_Foster Youth <input type="checkbox"/>_X_R redesignated fluent English proficient  <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>As outlined in Goal 1.1</p>
<p>2. Purchase standards aligned supplementary</p>	<p>LEA-wide</p>	<p><input type="checkbox"/>_ALL</p>	<p>\$2,769</p>

ELD instructional materials for designated ELD time block to ensure equity and include primary language materials (also can be used at home with parents).		OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Title III 060-4203  Object 5830
3. Purchase ELD/ELA curriculum development materials and provide coaching to support teachers in differentiation and effective EL strategies in order to support student communication, collaboration, critical thinking, and creativity.	LEA-wide	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$500  Title III 060-4203  Object 5830
4. Engage in on-going analysis of student data to ensure English learners are making academic progress in content standards and ELD and share results with parents.	LEA-wide	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____ OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____ OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	No additional costs

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	As measured by the CELDT 80% of ELLs will meet AMAO I, 72% will meet AMAO II and 32% of ELs in the 5 years or less cohort will meet AMAO II. Currently 2016: <ul style="list-style-type: none"> <li>• 75.3% Els met AMAO I</li> <li>• 66.6% ELS met AMAO II – 5 years+</li> <li>• Pending% Els met AMAO II – less than 5 years</li> </ul>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. When possible hire highly qualified bilingual staff as measured by teacher credentials.	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	As outlined in Goal 1.1
2. Purchase standards aligned supplementary ELD instructional materials for designated ELD time block to ensure equity and include primary language materials (also can be used at home with parents).	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,769  Title III 060-4203  Object 5830
3. Purchase ELD/ELA curriculum development materials and provide coaching to support teachers in differentiation and effective EL strategies in order to support student communication, collaboration, critical thinking, and creativity.	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500  Title III 060-4203  Object 5830
4. Engage in on-going analysis of student data to ensure English learners are making academic progress in content standards and ELD and share results with parents.	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____           OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____           OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional costs

GOAL:	3) Align instruction and assessments to the California Common Core State (CCSS) and English Language Development Standards (ELD).		Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify <u>District Goals 1-5</u>	
Identified Need :	Need: As we transition to the adopted state standards and the new assessment system there is a need to provide professional development (PD) to the OSD staff and purchase standards aligned instructional materials and textbooks in order to implement the CCSS, ELD standards, Next Generation Science Standards, and the California Assessment for Student Proficiency and Progress (CAASPP).			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	As measured by: - sign-in sheets and surveys 75% of teachers will receive PD and support in the CCSS/ELD/NGSS/CAASPP. In 2015/16 all teachers participated in PD and support in the CCSS/ELD/NGSS/CAASPP. - using the ELD Instructional Feedback Tool to monitor implementation of ELD Standards data will be collected. In 2015/16 56% of classrooms were visited using the ELD Instructional Feedback Tool as part of the implementation of ELD Standards. - monthly PLC agendas and minutes 100% of teachers will participate in PLCs addressing the standards. In 2015/16 100% of teachers participated in PLCs.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1. Provide professional development for the staff	LEA-wide	_X_ALL	See 1.1	

<p>on:</p> <ul style="list-style-type: none"> <li>- The CCSS, ELD, and NGSS standards</li> <li>-CAASPP and the Smarter Balance Assessments</li> <li>-Formative Assessments</li> <li>-Writers Workshop</li> <li>-EngageNY Math</li> <li>-Technology (instructional and management)</li> <li>-Professional Learning Communities (PLC)</li> <li>-Interventions</li> </ul>		<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>\$ 24,864</p> <p>LCFF 010-0000 Title II 060-4035</p> <p>Object 1-3xxx 52xx 58xx</p>
2.Provide extended/release time for planning and collaboration.	LEA-wide	<p><input checked="" type="checkbox"/> _X_ ALL</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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>See 1.5</p> <p>\$ 34,947</p> <p>SpEd 080-6500 Title I 060-3010</p> <p>Object 1-3xxx</p>
3.As per the Williams Act, purchase CORE	LEA-wide	<input checked="" type="checkbox"/> _X_ ALL	\$12,500

textbooks and/or additional instructional materials and supplies for the implementation of the standards.		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)_____	LCFF 010-0000  Object 4200
4. Develop and implement an assessment and monitoring system that includes benchmarks and formative assessments to monitor student progress on state and local assessments.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Duties are part of the administrator and the Instructional Coach. See Goal 1.2
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	As measured by: - sign-in sheets and surveys 75% of teachers will receive PD and support in the CCSS/ELD/NGSS/CAASPP. In 2015/16 all teachers participated in PD and support in the CCSS/ELD/NGSS/CAASPP. - using the ELD Instructional Feedback Tool to monitor implementation of ELD Standards data will be collected. In 2015/16 56% of classrooms were visited using the ELD Instructional Feedback Tool as part of the implementation of ELD Standards. - monthly PLC agendas and minutes 100% of teachers will participate in PLCs addressing the standards. In 2015/16 100% of teachers participated in PLCs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide professional development for the staff	LEA-wide	_X_ALL	See 1.1



<p>on:</p> <ul style="list-style-type: none"> <li>- The CCSS, ELD, and NGSS standards</li> <li>-CAASPP and the Smarter Balance Assessments</li> <li>-Formative Assessments</li> <li>-Writers Workshop</li> <li>-EngageNY Math</li> <li>-Technology (instructional and management)</li> <li>-Professional Learning Communities (PLC)</li> <li>-Interventions</li> </ul>		<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>\$ 24,864</p> <p>LCFF 010-0000 Title II 060-4035</p> <p>Object 1-3xxx 52xx 58xx</p>
2.Provide extended/release time for planning and collaboration.	LEA-wide	<p>X_ALL</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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>See 1.5</p> <p>\$ 34,947</p> <p>SpEd 080-6500 Title I 060-3010</p> <p>Object 1-3xxx</p>
3.As per the Williams Act, purchase CORE textbooks and/or additional instructional materials and supplies for the implementation of the standards.	LEA-wide	<p><u>X</u>_ALL</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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$12,500</p> <p>LCFF 010-0000</p>

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Object 4200
4. Develop and implement an assessment and monitoring system that includes benchmarks and formative assessments to monitor student progress on state and local assessments.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Duties are part of the administrator and the Instructional Coach. See Goal 1.2

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	As measured by: - sign-in sheets and surveys 75% of teachers will receive PD and support in the CCSS/ELD/NGSS/CAASPP. In 2015/16 all teachers participated in PD and support in the CCSS/ELD/NGSS/CAASPP. - using the ELD Instructional Feedback Tool to monitor implementation of ELD Standards data will be collected. In 2015/16 56% of classrooms were visited using the ELD Instructional Feedback Tool as part of the implementation of ELD Standards. - monthly PLC agendas and minutes 100% of teachers will participate in PLCs addressing the standards. In 2015/16 100% of teachers participated in PLCs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide professional development for the staff	LEA-wide	_X_ALL	See 1.1

<p>on:</p> <ul style="list-style-type: none"> <li>- The CCSS, ELD, and NGSS standards</li> <li>-CAASPP and the Smarter Balance Assessments</li> <li>-Formative Assessments</li> <li>-Writers Workshop</li> <li>-EngageNY Math</li> <li>-Technology (instructional and management)</li> <li>-Professional Learning Communities (PLC)</li> <li>-Interventions</li> </ul>		<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>\$ 24,864</p> <p>LCFF 010-0000 Title II 060-4035</p> <p>Object 1-3xxx 52xx 58xx</p>
<p>2.Provide extended/release time for planning and collaboration.</p>	<p>LEA-wide</p>	<p>X_ALL</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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>See 1.5</p> <p>\$ 34,947</p> <p>SpEd 080-6500 Title I 060-3010</p> <p>Object 1-3xxx</p>
<p>3.As per the Williams Act, purchase CORE textbooks and/or additional instructional materials and supplies for the implementation of the standards.</p>		<p><input checked="" type="checkbox"/> X_ALL</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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$12,500</p> <p>LCFF 010-0000</p>

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Object 4200
4. Develop and implement an assessment and monitoring system that includes benchmarks and formative assessments to monitor student progress on state and local assessments.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Duties are part of the administrator and the Instructional Coach. See Goal 1.2

GOAL:	4. Provide opportunities for parents to assist and support the educational process through decision making, training, and volunteer activities.			Related State and/or Local Priorities: 1__ 2__ 3_X_ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify <u>District Goals 1-5</u>	
Identified Need :	Need: Based on parent attendance there is a need to increase the percentage of parents who participate in school governance activities.				
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
LCAP Year 1: 2016-17					
Expected Annual Measurable Outcomes:	-Increase the percent of parents participating in school activities by 5% as evidenced by sign-in sheets and surveys. While we reviewed sign in sheets for parent participation, we are still developing a metrics to measure parent engagement more accurately and effectively.				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
1. Effectively share information and solicit parent		LEA-wide	_X_ALL		\$ 24,864

input in decision making through a variety of means (including updated web site) and provide translation and interpretation for parents.		<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>LCFF 010-0000 Title II 060-4035</p> <p>Object 1-3xxx 52xx 58xx</p>
2. Ensure parents are well represented and trained for SSC, ELAC, and PTA.	LEA-wide	<p><input checked="" type="checkbox"/> X ALL</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</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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	Duties are part of the administrator
3. Communicate student progress effectively and consistently including parent portal training for Power School (a website where parents can monitor student progress and course schedule).	LEA-wide	<p><input checked="" type="checkbox"/> X ALL</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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$ 4,000</p> <p>LCFF 010-0000</p> <p>Object 5800</p>
4. Provide parent education classes to support family literacy and parenting skills in order to assist parents in being active participants in the education of their children (e.g., PIQE).	LEA-wide	<p><input checked="" type="checkbox"/> X ALL</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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$ 500</p> <p>Title III 060-4203</p>

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Object 5800
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	-Increase the percent of parents participating in school activities by 5% as evidenced by sign-in sheets and surveys. While we reviewed sign in sheets for parent participation, we are still developing a metrics to measure parent engagement more accurately and effectively.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Effectively share information and solicit parent input in decision making through a variety of means (including updated web site) and provide translation and interpretation for parents.	LEA-wide	__X__ALL	\$ 24,864
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF 010-0000 Title II 060-4035  Object 1-3xxx 52xx 58xx
2. Ensure parents are well represented and trained for SSC, ELAC, and PTA.	LEA-wide	__X__ALL	Duties are part of the administrator
		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)_____	

3. Communicate student progress effectively and consistently including parent portal training for Power School (a website where parents can monitor student progress and course schedule).	LEA-wide	<input checked="" type="checkbox"/> _X_ ALL	\$ 4,000
		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)_____	LCFF 010-0000  Object 5800
4. Provide parent education classes to support family literacy and parenting skills in order to assist parents in being active participants in the education of their children (e.g., PIQE).	LEA-wide	<input checked="" type="checkbox"/> _X_ ALL	\$ 500
		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)_____	Title III 060-4203  Object 5800

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	-Increase the percent of parents participating in school activities by 5% as evidenced by sign-in sheets and surveys. While we reviewed sign in sheets for parent participation, we are still developing a metrics to measure parent engagement more accurately and effectively.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Effectively share information and solicit parent input in decision making through a variety of means (including updated web site) and provide translation and interpretation for parents.	LEA-wide	<input checked="" type="checkbox"/> _X_ ALL	\$ 24,864
		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)_____	LCFF 010-0000 Title II 060-4035  Object 1-3xxx 52xx 58xx

2. Ensure parents are well represented and trained for SSC, ELAC, and PTA.	LEA-wide	<div data-bbox="1024 199 1728 418"> <input checked="" type="checkbox"/> X 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)_____ </div> <div data-bbox="1024 418 1728 570"> 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)_____ </div>	Duties are part of the administrator
3. Communicate student progress effectively and consistently including parent portal training for Power School (a website where parents can monitor student progress and course schedule).	LEA-wide	<div data-bbox="1024 578 1728 792"> <input checked="" type="checkbox"/> X 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)_____ </div>	\$ 4,000  LCFF 010-0000  Object 5800
4. Provide parent education classes to support family literacy and parenting skills in order to assist parents in being active participants in the education of their children (e.g., PIQE).	LEA-wide	<div data-bbox="1024 800 1728 1019"> <input checked="" type="checkbox"/> X 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)_____ </div>	\$ 500  Title III 060-4203  Object 5800



## 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 school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	1. All students will reach high standards, attaining proficiency or better in reading and math.	Related State and/or Local Priorities: 1__x_ 2__x_ 3__ 4__X_ 5__x_ 6__x_ 7__X_ 8__X_ COE only: 9__ 10__ Local : Specify <u>District Goals 1-5</u>
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All Pupils

Expected Annual Measurable Outcomes:	Increase student achievement as measured by local assessments and CAASP. Increase student attendance rates. Using local assessments 60 % of our students meeting proficiency in reading and 65% meeting proficiency in math. Increase student attendance by 1%. Reevaluate goal once we have CAASPP data.	Actual Annual Measurable Outcomes:	As per our local assessments, the Developmental Reading Assessment (DRA) for grades TK-5, 59% met their grade level benchmark and for the STAR Reading assessment for grades 6-8, 60% of the students met their grade-level benchmark. As per the grade-level end of year unit math assessment 74% of the students in TK-8 met their grade-level benchmark. Attendance increased by 0.6%.
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Recruit, hire, and retain highly qualified teachers and other staff, who to the extent possible are bilingual, as measured by assignments and credentials.  -Special Education Instructional Aide (.75 FTE) -Teachers (5.40 FTE) -Psychologist (.19 FTE) -Yard Supervisor (.1875 FTE)	LCFF- Fund 010, object 1003: \$551,914  Sp. Ed.-Fund 080, object 2100: \$40.122	1. An instructional coach was hired for the 2014-2015 school year, coaching was provided. All open staff positions were filled.	\$250,108  LCFF & SpEd
Scope of service:	LEA-wide	Scope of service:	LEA-wide
_X_ALL		_X_ALL	

OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		
2.Continue the BTSA Program and support for new teachers. -BTSA Coaches -Release Time/Substitutes		One Time State Funds Unrestricted- Fund 010, Object 1000/3000 : \$14,000	2. New teachers received support from BTSA coaches. Release time was provided.		\$4,163 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
3. Continue the instructional coach position to support the implementation of the CORE curriculum including ELD and student interventions.		LCFF- Fund 010, Object 1900: \$100,192	3. The instructional coach position was continued for the 2015-2016 school year.		\$106,879 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4. Continue the counselor position to provide counseling services for students improving student engagement as measured by attendance rates. Provide student support with social and emotional wellbeing and attendance.		Title III-Fund 060, Object 1200: \$17,948 Sp. Ed.- Fund 080, Object 1200: \$18,185	4. The counselor position was continued.		\$52,786 SpEd & Title III
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__X_ALL		
OR: __Low Income pupils __x_English Learners __Foster Youth __x_Redesignated fluent English proficient __x_Other Subgroups:(Specify) <u>Special Education</u>			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
5.Provide full day kindergarten. Provide students with extended day support on standards.		LCFF- Fund 010, Object 1100: \$547,935.00	5. Kindergarten students participated in a full day, extended program.		\$564,356 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__X_ALL			__X_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
6. Develop and implement a Response to Intervention (RTI) program within the school day Provide students with extended day support on state standards and social emotional wellbeing.		Duties are part of the Instructional Coach. See Goal 1.3	6. Initial implementation of Response to Intervention (RTI) program within the school day, including small group instruction. Students were also provided extended day support in grades 1 – 5.		Duties are part of the Instructional Coach
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__X_ALL			__X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
7.Provide extended school day and year programs that focus on tutorials, and extended/accelerated time in ELA, ELD, and/or math.		Title I-Fund 060, Object 1100: \$21,309	7. During the school year,154 students had the opportunity to participate in extended school day programs. Approximately 200 students will be participating in the extended year program during the summer of 2016.		\$11,595 Title I, II, III
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__X_ALL			__X_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)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
8.Implement Writer's Workshop to conduct research projects and increase range of writing. -Professional Development		Title II-Fund 060, Object 5200: \$3,000	8. Writer's Workshop implementation on research projects and range of writing has continued school-wide. Staff has been offered professional development opportunities.		\$9,115 Title II
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> X_ALL			<input type="checkbox"/> X_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)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
9. Increase access to technology, including blended learning for students who need extra help or who need acceleration.		As outlined in Goal 3.4	9. Increased access to programs, such as Raz-Kids, was offered to students during the 2015-2016.		As outlined in Goal 3.4
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> x_ALL			<input type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
10.Provide students' access to Accelerated Reader and JiJi Math for school and engage and support parents with home use. -Accelerated Reader and Jiji Math site licenses.		Title I- Fund 060, object 5846: \$10,655	10.) Accelerated Reader and Jiji Math site licenses were continued.		\$22,957 Title II
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> x ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
11.Provide multiple math pathways for middle school students as measured by student enrollment, including English learners, low-income students and foster youth students.		Duties are part of the administrator	11. Multiple math pathways were provided for middle school students.		Duties are part of the administrator
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> x ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

		Budgeted Expenditures			Estimated Actual Annual Expenditures
12. Increase elective course options for middle school students and a zero period for Band for students in 5 <sup>th</sup> grade. -.20 FTE Music Teacher		Fund 010, object 1100: \$18,571	12. There was an increase in elective course options for middle school. A .20 FTE Music Teacher was hired.		\$20,000 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ ALL			__ ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient _x_ Other Subgroups:(Specify) __ 5 <sup>th</sup> graders			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
13. Modernize school bathrooms for safety and cleanliness.		Capital Facilities- Fund 250: \$311,000	13. Bathrooms were modernized.		\$226,774 Fund 250 Mgr 0017
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_x_ ALL			__ 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) _____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures



14. Add two portables to school facilities for increased middle school enrollment and class size.		Capital Facilities-Fund 250: \$800,000	14. Two portables were added.		\$441,498 Fund 250 Mgr 0017
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
15. Provide students with 2 <sup>nd</sup> Chance Breakfast to ensure adequate nutrition during school hours.		Cafeteria Fund 130: \$66,741	15. Second chance breakfast was provided to students.		\$62,300 Fund 130
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
16.Continue to contract for nurse services for hearing and vision exams for students.		LCFF-Fund 010, Object 5830: \$6,090	16. Nurse services for hearing and vision exams for students were contracted and provided.		\$4,120 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide	

__x__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)_____	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
17.Develop and implement a systematic identification process of truant students and referral to the Student Attendance Board (SARB). -Counselor will facilitate Attendance Committee.		Duties are part of the Counselor. See Goal 1.4	Duties are part of the Counselor. See Goal 1.4
Scope of service:	LEA-wide	Scope of service:	LEA-wide
__x__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)_____	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
18. Implement a student recognition program for attendance and achievement. -Purchase incentive supplies.		Title I-Fund 060, Object 4300: \$342	\$500 Title I
Scope of service:	LEA-wide	Scope of service:	LEA-wide
__ALL		__ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			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)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
19.Implement a recess program for a positive, healthy school and recess culture, and reduce discipline problems as measured by suspension rates.		LCFF-Fund 010, Object 5830: \$16,000	19. The Playworks Program was implemented.		\$15,520 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Streamline goals & consolidate or eliminate actions			

Original GOAL from prior year LCAP:	2.English Learners will become proficient in English and attain proficiency in all subject areas.		Related State and/or Local Priorities: 1__x_ 2__x_ 3__ 4_X_ 5__ 6__ 7__ 8__x_ COE only: 9__ 10__ Local : Specify <u>District Goals 1-5</u>
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	English Learners	

Expected Annual Measurable Outcomes:	75% of ELLs will meet AMAO I, 65% will meet AMAO II and 25.5% of ELs in the 5 years or less cohort will meet AMAO II.	Actual Annual Measurable Outcomes:	Current data indicates 75.3% of ELs met AMAO I. 66.6% of ELs with 5 or more years attained English proficiency and 40.2% with less than five years attained English proficiency.
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.When possible hire highly qualified bilingual staff as measured by teacher credentials.	As outlined in Goal 1.1	1. Highly qualified bilingual staff was hired, including one teacher.	As outlined in Goal 1.1
Scope of service:	LEA-wide	Scope of service:	LEA-wide
__ALL		__ALL	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesigned fluent English proficient __Other Subgroups:(Specify)_____		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesigned fluent English proficient __Other Subgroups:(Specify)_____	
2.Purchase standards aligned supplementary instructional materials and supplies, including primary language materials that can be also be used at home with parents.	2.Title III- Fund 060, Object 4300: \$1,588	2. Standards aligned, supplementary instructional materials and supplies were purchased.	\$772 Title III
Scope of service:	LEA-wide	Scope of service:	LEA-wide
__ALL		__ALL	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesigned fluent English proficient __Other Subgroups:(Specify)_____		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesigned fluent English proficient __Other Subgroups:(Specify)_____	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
3.Implement a designated ELD block of time.		3. As per daily schedule.	3. A school-wide schedule for a designated ELD block was developed. Designated ELD block was implemented.	As per daily schedule.
Scope of service:	LEA-wide		Scope of service:	LEA-wide
__ ALL			__ ALL	
OR: __X_Low Income pupils __X_English Learners __X_Foster Youth __x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __X_Low Income pupils __X_English Learners __X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.Purchase instructional materials for professional development in the ELD/ELA curriculum guide, the ELD standards, and equity.		Title I-Fund 060, Object 5200: \$9,346 Title II-Fund 060, Object 4300: \$1,560	4. Instructional materials for professional development were purchased.	\$11,658 Title I & II
Scope of service:	LEA-wide		Scope of service:	LEA-wide
__X_ALL			__X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		Budgeted Expenditures		Estimated Actual Annual Expenditures

5. Provide coaching to support teachers in differentiation and effective EL strategies. Including the integration of "Access for ALL" instructional strategies in order to facilitate student communication and collaboration into classroom lessons and access to all required areas of study.		Duties are part of the Instructional Coach. See Goal 1.3	5. Coaching to support teachers in differentiation and effective EL strategies was provided.	Duties are part of the Instructional Coach. See Goal 1.3
Scope of service:	LEA-wide		Scope of service:	LEA-wide
__ALL			__ALL	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
6. Engage in on-going analysis of student data to ensure English learners are making academic progress in content standards and ELD and share results with parents.		Duties are part of the Instructional Coach. See Goal 1.3	6. On-going analysis of student data was continued with a focus on English Learners and results were shared during parent conferences.	Duties are part of the Instructional Coach. See Goal 1.3
Scope of service:	LEA-wide		Scope of service:	LEA-wide
__ALL			__ALL	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
7. Monitor reclassification rates and provide ongoing monitoring and support for R-FEP students.		Duties are part of the Instructional Coach. See Goal 1.3	7. Students were reclassified as R-FEP. Ongoing monitoring and support was provided.		EIA-7090: \$2,993 CC-7405: \$500
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ ALL			__ ALL		
OR: __X__ Low Income pupils __X__ English Learners __X__ Foster Youth __X__ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __X__ Low Income pupils __X__ English Learners __X__ Foster Youth __X__ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continuation of the instructional coaching cycles to support best practices for all students, including English Learners, low income pupils, and foster youth. We want to provide support for the designated ELD block of time and integrated ELD instruction throughout the school day in all content areas. We'd like to expand school day support to include differentiated instruction. Lastly, we will continue to monitor student data for instructional planning purposes.			

Original GOAL from prior year LCAP:	3. Align instruction and assessments to the California Common Core State (CCSS) and English Language Development Standards (ELD).		Related State and/or Local Priorities: 1__x__ 2__X__ 3__ 4__x__ 5__ 6__ 7__ 8__x__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All Pupils, English Learners	

Expected Annual Measurable Outcomes:	As measured by sign-in sheets and surveys 70% of teachers will receive PD and Support in the CCSS/ELD/NGSS/CAASPP.	Actual Annual Measurable Outcomes:	100% of teachers and administration received continued training on the CCSS and the ELD standards. Middle school science teachers received NGSS training.
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide professional development for the staff on: - The CCSS, ELD, and NGSS standards -CAASPP and the Smarter Balance Assessments -Formative Assessments -Writers Workshop -EngageNY Math -Access for ALL -Technology -Professional Learning Communities (PLC) -Interventions	LCFF- Fund 010, Object 5200: \$8,000 One Time State Funds Unrestricted- Fund 010, Object 5200: \$2,000 Title II-fund 060, object 5200: \$8,000	1. Professional development was provided on all identified topics: - The CCSS (all), ELD(all), and NGSS standards (ms teachers) -CAASPP and the Smarter Balance Assessments (teachers grades 3 – 8) -Formative Assessments (all) -Writers Workshop (teachers grades 3 -5 ) -EngageNY Math (teachers grades 3 – 8) -Access for ALL (leadership team) -Technology (various) -Professional Learning Communities (all) -Interventions (various)	\$9,115 Title II
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> X ALL		<input checked="" type="checkbox"/> X 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)_____	



2. Provide extended/release time for planning and collaboration.		One Time State Funds Unrestricted-Fund 010, Object 1100: \$5,698 Title II-Fund 060, Object 1100: \$2,279	2. Teachers received extended release time for planning and collaboration.	\$11,595 Title I, II, III
Scope of service:	LEA-wide		Scope of service:	LEA-wide
__ ALL			__X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
3. As per the Williams Act, purchase CORE textbooks and/or additional instructional materials and supplies for the implementation of the standards.		LCFF-Fund 010, Object 4300: \$22,400 One Time State Funds Unrestricted-Fund 010, Object 4300: \$8,017 LCFF-Fund 010, Object 4200: \$80,000	3. All CORE textbooks and/or additional instructional materials and supplies were provided.	Title 1-3090: \$5,190 CC-7405: \$1,148

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> X 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)_____		
4. Purchase technology devices for instructional delivery and assessment.		LCFF- Fund 010, object 4400, 5846 and 5830: \$12,600, \$32,277 and \$1,200 One Time State Funds Unrestricted- Fund 010, Object 4400, 5830: \$124,425, \$8,000, and \$11,850	4. Continued to add to onsite technology.		\$102,434 LCFF
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> X 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)_____		

5. Develop and implement an assessment and monitoring system that includes benchmarks and formative assessments to monitor student progress on state and local assessments.		Duties are part of the administrator and the Instructional Coach. See Goal 1.3	5. Continue to develop and implement a monitoring system that includes benchmarks and formative assessments to monitor student progress on state and local assessments.		Duties are part of the administrator and the Instructional Coach. See Goal 1.3
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continue to develop our proficiency and understanding around CCSS and ELD Standards. Develop a math benchmark to monitor student progress. Continue to seek additional opportunities for PD in the NGSS for elementary teachers.			

Original GOAL from prior year LCAP:	4. Provide opportunities for parents to assist and support the educational process through decision making, training, and volunteer activities.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All Pupils			
Expected Annual Measurable Outcomes:	Increase the percent of parents participating in school activities by 5% as evidenced by sign-in sheets and surveys.		Actual Annual Measurable Outcomes	An estimated increase of 4% of parents participating in school activities was due to more opportunities for parent participation, such as PIQE, music booster, family math night, PTA membership and events.	

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1.Develop effective communication structures and tools for sharing information and getting parent input in decision making at all levels.		Duties are part of the OSD staff	1. A new website was developed for communication.		Duties are part of the OSD staff
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> _X_ ALL			<input checked="" type="checkbox"/> _X_ 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)_____		
2.Inform parents of all school activities, including student attendance, through a variety of means including phone calls, newsletters, flyers, and personal contacts. Make efforts to provide translations and interpretations for all parents. -Blackboard Connect Annual License		Title I-Fund 060, Object 5846: \$3,241	2. Through a variety of means, parents were informed of school activities. Translation services were increased.		\$3,000 Title I
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> _X_ ALL			<input checked="" type="checkbox"/> _X_ 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)_____		

3.Ensure parents are well represented and trained for SSC, ELAC, and PTA.		Duties are part of the Administrator	3. Parents were invited and trained to participate in school governance committees and PTA.		Duties are part of the Administrator
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> X ALL			<input checked="" type="checkbox"/> X 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)_____		
4.Communicate student progress effectively and consistently.		Duties are part of the teachers	4. Student progress was communicated via report cards, parent teacher conferences, and through the student success team.		Duties are part of the teachers
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> X ALL			<input checked="" type="checkbox"/> X 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)_____		
5.Provide Power School parent portal training so parents can monitor student progress and course schedule.		Duties are part of the Administrator	5. Middle school parents received Power School portal training.		Duties are part of the Administrator
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> X ALL			<input checked="" type="checkbox"/> X 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)_____		
6.Provide PIQE workshop for parents. This nine-week program focuses on empowering and inspiring parents enable their children to improve their academic performance and develop healthy and constructive relationships with their parents and teachers.		LCFF-Fund 010, Object 5830: \$6,000	6. A nine-week PIQE parent workshop was provided.		\$5,500 Title I
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			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)_____		
7.Provide parent education classes to support family literacy and provide parenting skills to assist parents become active participants in the education of their children.		8.Title I-Fund 060, Object 4300: \$935	7. Parents participated in the Los Dichos literacy program.		Included above \$5,500 Title I
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		For next year we want to continue to refine our school-wide safety and discipline plan. We will continue to contract with Playworks to support students during recess and increase school engagement.			

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

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

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

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school wide, 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 1,032,730
<p>In 2016-17 Orchard School District will receive \$<u>1,032,730</u> in Supplemental and Concentration Local Control Funding Formula Funds. OSD will use these funds with a focus on our English learners, low-income students and foster youth. Resources to support the implementation of the state standards include technology, textbooks, and instructional materials. We have hired 2.0 FTE new teachers for 2016-17. Professional development for our staff will also continue to be provided with a focus on the new state standards, including ELD and best practices that address the needs of our English learners, low-income students and foster youth students. The district will increase and improve the extended day interventions, as well as an extended summer program for students needing to gain English proficiency and/or extra support in ELA and/or math. While the majority of our students served will be our English learners, low-income students and foster youth students (69.77% of unduplicated count), all students will benefit from these services.</p> <p>OSD continues to use resources to attract and hire highly effective and fully credentialed teachers, including the following:</p> <p>-4.0 FTE teachers were hired to reduce class size to 24 students in grades TK-3<sup>rd</sup> in 2014-15</p>	

- 1.6 FTE teachers were hired to support the middle school CORE and electives program
- 6.0 FTE teachers implemented an extended day TK and kindergarten program
- 1.0 FTE instructional coach
- 1.0 FTE bilingual counselor/psychologist

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.

15.11	%	<p>Services for English learners, foster youth and low-income students are estimated to increase by 11.90% based on the Minimum Proportionality percentage. English learners, foster youth and low-income students will receive services including an instructional coach to support teachers implement the ELA/ELD curriculum framework and strategies that support academic achievement and language development. Extended day and/or extended year interventions will be provided for students' not meeting grade level benchmarks. Students will also have access to a counselor to support school attendance as well as engagement and school connectedness. A collaborative partnership between Orchard School District and the Cal TEACH program will provide extended year services to 100 students, including English Learners.</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).

8-22-14 [California Department of Education]