LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Orchard School District

Contact Name and Title	Michelle Quilantang Principal	Email and Phone	mquilantang@orchardsd.org (408) 944-0388

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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. Based on the current SARC report and CA Dashboard, 38% of our students are Hispanic, 36% are Asian, and 26% represent other ethnicities. Of the student demographics listed, 55% of students are socioeconomically disadvantaged, 43% are English Learners, and 9% are in Special Education. The foster youth subgroup is not a significant subgroup.

The district has a before and after school program for school age children operated by Champions. The district has on its campus three Santa Clara County special education classes for autistic students and one for the orthopedically impaired.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Goal 1: All students will reach high standards, attaining proficiency or better in English-language arts and math – Orchard School District will provide students with a rigorous academic program that includes the 4Cs (Creativity, Communication, Critical Thinking, and Collaboration), which prepares them for high school instruction and beyond. There are ten actions/services (pgs. 29 - 43).

Goal 2: English learners will become proficient in English and attain proficiency in all subject areas – Orchard school district student demographics consists of 45% students learning English as a second language. Students receive services in designated and integrated ELD. This year, the Access for All Framework will be implemented to further support the acquisition of English. There are 4 actions/services (pgs. 44 - 50).

Goal 3: Align instruction and assessments to the California Common Core State (CCSS), English Language Development Standards (ELD) and the Next Generation Science Standards (NGSS) – Orchard School District continues to support students and teachers in the implementation of the California State Standards. There are 4 actions/services (pgs.51 - 57).

Goal 4: Provide opportunities for parents to assist and support the educational process through decision making, training, and volunteer activities. Orchard School District is committed to its partnership with families in support of their children's education. Opportunities for involvement will be provided throughout the school year. There are 4 actions/services (pgs.58 - 63).

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

The CA School Dashboard uses a color-coded rating system to evaluate how schools performance on state indicators, such as Suspension Rate, English learner progress, and student achievement on the English-Language Arts and Mathematics California Assessment of Student Performance and Progress (CAASPP). The color-coded rating lists the following in order from highest to lowest. Blue being the highest performance level, followed by green, yellow, orange, and red being the lowest performance level. Based on a review of the CA School Dashboard, Orchard data shows a green performance level for our English learner student group. This is the second to the highest performance level on the CA School Dashboard system.

A concerted effort was made during the current school year to increase services for English learners, including our newcomer English Learner group. One part of this effort was to increase the extended day services for students in kindergarten - second grade and continue the extended day services for third - eighth grades. Furthermore, the newcomer English learner students were given blended learning opportunities through the Lexia instructional software program that was purchased this year.

Significant growth was also noted in the area of Mathematics per the 2015-2016 CAASPP assessment. School-wide student performance in Mathematics increased by 6%, with the percentage of students meeting standards increasing from 38% in the spring of 2015 to 44% in the spring of 2016. Per the California School Dashboard, overall student performance was in the green performance level for grades third - eighth. All student groups either maintained or increased above a level three as per the Dashboard metrics.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Based on the California Dashboard Indicators, Orchard School District does not have any overall performance that were in the lowest performance categories of either red or orange. However, specific student groups did rate within the lowest performance categories of red or orange. The dashboard data shows a performance rating of red for student with disabilities and orange for Hispanic students in reference to student suspension rate. In order to address the needs for these student groups due to suspension rates, Orchard School District has created LCAP Goal 1, Actions 3, items A - C and 4a and 4b, which refer to counseling support, the health and wellness program, Kimochis social-emotional learning curriculum, and individual and group counseling services for special education students.

Students with disabilities also received an orange performance rating for performance in English-Language Arts, for students in grades 3 - 8 on Orchard School District's California Dashboard. The special education

department of the Orchard School District will be participating in data analysis of reading benchmark assessment results during monthly Professional Learning Communities (PLCs), small group intervention offered after-school two days per week, and the use of a program called Lexia in order to raise student achievement.

Furthermore, locally, Orchard School District has identified our most critical need. Despite increased student achievement in English Language Arts and Mathematics, we continue to experience a gap between our Asian and Hispanic student groups. Our Hispanic student group scores within the yellow performance level, whereas our Asian student group scores within the green performance level.

In order to address the needs of the Hispanic student group, the instructional coach position will be restructured for the 2017-2018 school year. The restructuring will improve student services as the instructional coach will work with students not meeting grade level benchmarks. This will be in addition to current work supporting teachers with core curriculum.

The CA Dasboard also indicates that students who are socioeconomically disadvantaged were in the orange performance level category for suspension rates. The students will be able to receive counseling services from the school counselor, in addition to participate in the health and wellness program. Socioeconomically disadvantaged students in grades TK-3 will also participate in the Kimochis, social-emotional learning curriculum in an effect to reduce their suspension rates.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispa
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	Yellow	Blue	N/A	N/A	Orange	Red	*	Blue	Blue	Blue	Orange
English Learner Progress (K-12)	Green	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)	Yellow	Yellow	N/A	N/A	Yellow	Yellow	*	Green	*	Green	Yellow
Mathematics (3-8)	Green	Yellow	N/A	N/A	Yellow	Yellow	*	Green	*	Green	Yellow

Performance Levels: Blue (Highest) | Green | Yellow | Orange | Red (Lowest)

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Based on the suspension rate data, socioeconomically disadvantaged and Hispanic students were in the orange performance level. Students with disabilities were in the red performance level. In an effort to reduce student out of school suspensions, the following will be implemented:

- The adoption of the Kimochis social-emotional learning curriculum for students in grades kindergarten - third will improve the social-emotional well being of students.
- All students will benefit from the implementation of a wellness policy, which was created during the 2016-2017 school year. This is a result of the United States Department of Agriculture's Healthy Hunger-Free Kids Act of 2010, which aims to improve children's ability to learn and reach their highest potential. By implementing the wellness policy, student health needs will be met, which in turn should have a positive effect on student suspension rates.
- All students will benefit from the counselor position, which will provide social and emotional support for students. The counselor will work with special education students in small social groups in an effort to provide small group support on social-emotional concerns.
- The Playworks program has been in implementation since the 2015-2016 school year. The program's school site structure will be revised during the 2017-2018 school year and evaluated for effectiveness in school climate improvement at the end of the 2017-2018 school year.
- Orchard School will also look into other collaborative opportunities with community agencies to support student needs.

The California Dashboard data also indicates that students with disabilities rated in the orange performance level in the English Language, for students in grades 3 - 8. To support the learning needs of the students, the special education department will participate in month Professional Learning Community (PLC) meetings to review data from benchmark reading assessments. This will assist the team in planning intervention supports for students. The special education department will also provide students with the use of Lexia for individualized plans for student growth, as well as offer after-school support for students with disabilities at least two times per week.

There is a performance gap between the English learner student group and School-wide student group based on 2015-2016 CAASPP results in both English Language Arts and Mathematics. No "two or more performance level gap " is evident on the CA School Dashboard as it shows growth over time. However, as per the 2015-2016 CAASPP assessments, the percentage of English learners meeting standards in English Language Arts was 20% and in Mathematics 29%. This is in comparison to the school-wide results in which 48% of all students met English Language Arts standards and 44% of Mathematics. In an effort to increase student achievement, the following will be implemented:

- The restructuring of the instructional coach position to include reading support will provide additional, in class support for students who did not meet the standards per the CAASPP.
- 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.
- Provide extended school day and year programs that focus on tutorials, and extended/accelerated time in ELA, ELD,and/or math.
- Increase access to technology, including blended learning for students who need extra help or who need acceleration.
- Teachers will engage in ongoing data analysis of student data to ensure English learners are making academic progress in content standards and ELD and share results with parents. Additionally, teachers will participate in English learner professional development and coaching through Santa Clara County Office of Education's Access for All framework for English learners.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Orchard School intends to improve student services for the 2017-2018 school year through a variety of means for student groups of low-income students, English learners, and foster youth:

- Low-income and English learner students currently receive reading support during the school day and extended day support through their teachers. For the 2017-2018 school year, the instructional coach position has been restructured to improve services during the school day via reading support. The instructional coach will pull low-income and English learner students for an additional pull-out reading support. (LCAP Goal 1, Action 2, pg. 35)
- Newcomer English learners in need of English-Language Development support will continue to receive extended school day support through the after-school program. Services will be improved through an increase in instructional materials. (LCAP Goal 1, Action 6, pg. 39)
- Foster Youth services will be improved through continual home-school communication and resources as necessary. (LCAP Goal 4, Action 1, pg. 60)
- Additional academic counseling, including college and career readiness, is available through the school counselor position. (LCAP Goal 1, Action 3a, pg. 36)

All student groups will receive improved services through the adoption and implementation of new standards aligned English-Language Arts, English Language Development, and Intervention curriculum. Orchard School continues to search for opportunities to expand our extended day and school year programs.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$9,398,877
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$6,868,469.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

One of the three criteria for LCAP approval are to ensure the budget includes expenditures sufficient to implement the specific actions and strategies included in the LCAP. At this time, though the LCAP is intended to be a comprehensive planning tool, it is not a comprehensive budget tool therefore most basic costs and administrative expenses are not included in an action. Costs excluded from the LCAP Budget are approximately $2.53M & include, but are not limited to, the following:

*Administrative costs such as Superintendent, Principal, School Office Assistant, Librarian, Yard Supervisor, Librarian, Retiree, & Board Member salaries & benefits

*Special Education contracts such as nonpublic school & interdistrict transfers and other mandatory services that would be provided even in the absence of LCFF revenue.

*Substitute costs for unplanned absences not related to school business and professional development

*Information Technology services & equipment such as projectors, extrons, printers

*Contracted Services for business expenses such as Legal, Financial, & Audit

*Business & Administrative supplies

$7,877,290	Total Projected LCFF Revenues for LCAP Year

Annual Update   **LCAP Year Reviewed: 2016-17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	1. All students will reach high standards, attaining proficiency or better in reading and math.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL District Goals 1-5

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
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 results are listed in the graph below. 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.	The following are the CAASPP results for 2015-2016. 1. School-wide gains were made in both English-Language Arts and Mathematics. In English Language Arts, the percentage of students meeting standards went from 46% to 48%. For Mathematics, the school-wide percentage of students meeting standards rose from 38% to 44%. The Asian student group increased by 4% in both subject areas, meanwhile the Economically Disadvantaged student group increased by 4% in mathematics only. Results are listed in the graph below. Slight declines were shown for both the Hispanic and English learner student groups. The percentage of Hispanic students meeting standards decreased by 2% in English-Language Arts. The English Learner student group decreased by 1% in English-Language Arts and 9% in Mathematics. 2. For the 2016-2017 school year, 60% of students in grades TK-5 met reading proficiency standards and 56% in grades 6 - 8. In mathematics, 48% of students in grades TK-8 met the standards. 3. For the 2016-2017 school year, the school-wide attendance rate was 96.74%, marking a decline of 0.66%.

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

	ELA	Math
School-wide	48%	44%
Asian	60%	59%
Hispanic	33%	28%
English Learners	20%	29%
Low-Income	39%	33%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

	PLANNED	ACTUAL
Actions/Services	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	1.0 FTE teacher and one 1.0 FTE Special Education teacher were hired. Six teachers participated in the BTSA program.

Expenditures	BUDGETED
	LCFF 010-0000
	SpEd
	080-6500
	Title I
	060-3010
	Title II
	060-4035
	Object 1-3xxx
	52xx
	58xx
	  LCFF $ 190,110
		ESTIMATED ACTUAL
		Mgr 9101
		Salaries & Benefits 1-3xxx
		  LCFF 79496
		
		Mgr 9101
		Salaries & Benefits 1-3xxx
		MOU 5800
		Educator Effectiveness
		  Locally Defined 22,313
		Mgr 9101
		Salaries & Benefits 1-3xxx
		  Special Education 101593

Action **2**

	PLANNED	ACTUAL
Actions/Services	2. Continue the instructional coach position to support the implementation of the CORE curriculum including ELD and student interventions.	The instructional coach position was continued.

Expenditures	BUDGETED
	LCFF 010-0000
	
	Object 1-3xxx
	
	  LCFF $110,838
		ESTIMATED ACTUAL
		Mgr 9102
		Salaries & Benefits 1-3xxx
		  Supplemental and Concentration 103134

Action **3**

Actions/Services

PLANNED	ACTUAL
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.	Continued but the position was not filled until March 2017.

Expenditures

BUDGETED	ESTIMATED ACTUAL

LCFF 010-0000
Title III 060-4203
SpEd 080-6500/6512
 	
Objt 1-3xxx
  LCFF $105,573
	Mgr 9103
	LCFF, SpEd, & Title III
	Salaries & Benefits 1-3xxx
	  Locally Defined 54741

Action **4**

Actions/Services

PLANNED	ACTUAL
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.	Selected students who met the criteria for extended day support were identified and offered either before or after-school intervention in ELA, ELD, and Math. Social emotional well-being was addressed through student assemblies, Best Me and Nightmare on Puberty Street. Staff participated in professional development on Fred Jones and Project Cornerstone which address student social emotional well-being. A wellness policy was developed. Read 180 Licenses were purchased

Expenditures

BUDGETED	ESTIMATED ACTUAL

LCFF 010-0000
 	
Objt 1-3xxx
 	
  LCFF $1,000
	Mgr 9104
	LCFF, Title I
	  Locally Defined 32362

Action **5**

Actions/Services

PLANNED	ACTUAL
5. Provide extended school day and year programs that focus on tutorials, and extended/accelerated time in ELA, ELD, and/or math.	Selected students who met the criteria for extended day support were identified and offered either before or after-school intervention in ELA, ELD, and Math.

Expenditures	BUDGETED
	SpEd 080-6500
	Title I 060-3010
	
	Object 1-3xxx
	  Special Education $ 34,947
		ESTIMATED ACTUAL
		Mgr 9105
		Salaries & Benefits 1-3xxx
		Books 4200
		  Locally Defined 28761

Action 6

Actions/Services	PLANNED 6. Increase access to technology, including blended learning for students who need extra help or who need acceleration.	ACTUAL New technology programs implemented during the 2016-2017 school year included Lexia, Read 180, Raz-Kids and Headsprout. Technology infrastructure improved

Expenditures	BUDGETED
	SpEd 080-6500
	Title I 060-3010
	
	Object 1-3xxx
	  Special Education $ 34,947
		ESTIMATED ACTUAL
		Mgr 9106
		LCFF, Fund 40 Capital Exp, & other various sources
		  Locally Defined 48644

Action 7

Actions/Services	PLANNED 7. Provide students' access to Accelerated Reader and JiJi Math for school and engage and support parents with home use.	ACTUAL Continued use of Accelerated Reader and JiJi Math were available at school and home.
Expenditures	BUDGETED Title I 060-3010 Objt 5846 Title I $ 8,000	ESTIMATED ACTUAL Mgr 9107 Locally Defined 10755

Action 8

Actions/Services	PLANNED 8. Continue elective course options for middle school students and a zero period for Band for students in 5th grade.	ACTUAL Band was expanded to include 4th grade students. Electives for Middle School students continued during the year as well as new programs such as Makerspace & Orchard Media Group (OMG).
Expenditures	BUDGETED LCFF 010-0000 1-3xxx	ESTIMATED ACTUAL Mgr 9108 Equipment & Supplies 4xxx Supplemental and Concentration 16185

LCFF $18,054

Action **9**

Actions/Services

PLANNED	ACTUAL
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).	Recognition program continued. The attendance committee worked to increase student attendance rates through home visits and the SARB process. (Original Budget showed full salaries & benefits for the Instructional Coach, however, this is already included in Action 2 above)

Expenditures

BUDGETED	ESTIMATED ACTUAL

LCFF 010-0000
 	
Object 1-3xxx
 	
  LCFF $110,838
	Mgr 9109
	Supplies 4xxx
	Contract & Travel 5xxx
	  Supplemental and Concentration 12784

Action **10**

Actions/Services

PLANNED	ACTUAL
10. Implement a recess program for a positive, healthy school and recess culture, and reduce discipline problems as measured by suspension rates.	The Playworks program was implemented during the 2016-2017 school year & continued. Added yard supervision. Provided brag tags for perfect & attendance, drug free, etc.

Expenditures

BUDGETED	ESTIMATED ACTUAL

LCFF 010-0000
 	
Object 1-3xxx
 	
  $ 15,000
	Mgr 9110
	Salaries & Benefits 1-3xxx
	Supplies 4xxx
	  23193

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the goal's actions and services were generally implemented as planned. The counselor position was not filled until March of 2017. Therefore, counseling services started after that date.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services were effective to the overall goal of having all students attain proficiency in English Language Arts and Math. Students were given both extended school day and year options. Students made progress towards local benchmark standards. However, in regards to school climate efforts as listed in Goal 1, the actions were not as effective. The school climate efforts listed in Goal 1 include continuing the counselor position (action 3) and Playworks (action 10). These actions are vital to reducing student suspension rates, which would in turn improve academic achievement as per the goal. The CA Dashboard indicates that student suspensions for students with disabilities, socioeconomically disadvantaged, and Hispanic students is our main performance gap. For the 2017-2018 school year, Orchard School is taking steps to increase the effectiveness of school climate actions in order to improve student suspension rates. The efforts to improve the performance gap of student suspension rates include further recruitment of a counselor in order to improve services such as small group counseling for the student groups listed in the performance gap, students with disabilities, socioeconomically disadvantaged, and Hispanic students. This is in conjunction with the adoption of social-emotional learning program Kimochis and Wellness policy will provide improve services for the student groups listed, as well as all student groups. These items are listed in LCAP Goal 1, Actions 3a, 3c, and 4a. The CA Dashboard indicates that students with disabilities scored in the orange performance level on English Language Arts assessment for students in grades 3 - 8. The special education department will have monthly professional learning community (PLC) meetings. The focus of those meetings will be data analysis of student assessment results on their benchmark assessments, specifically in the area of reading and English-Language Arts (LCAP Goal 1, action 4b). Students with disabilities will have access to a program called Lexia, as well as potential opportunity for after-school intervention at least two times a week. Students in middle school may be enrolled in the Read 180 course for intensive reading instruction, which is composed of small group and blended learning opportunities.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Less funds were spent in areas of school personnel. One example is that the couselor position was not filled until March of 2017, resulting in less spending. However, more funds were spent in purchasing instructional programs and supplies to meet the needs of the actions.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The instructional coach position has been restructured for the 2017-2018 school year in order to increase reading support for students who are not meeting grade level standards. This support is expected to assist students in improving reading proficiency. Further changes to this goal relate to the social-emotional well being of students. These including the wellness policy (Goal 3b) and Kimochis program (Goal 3c). In the 2016-2017 version of the LCAP Goal 1, action item 8 has been modified. This action pertains to middle school elective course offerings, as well as 4th and 5th grade band. It has now been restructured and listed as action item 9a and 9b in the 2017-2018 LCAP. 9a remains unchanged. 9b was added to display that Orchard School District has been offering accelerated mathematics pathways for middle school students.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2	2) English Learners will become proficient in English and attain proficiency in all subject areas

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL <u>District Goals 1-5</u>

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
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. Currently (2016): • 75.3% Els met AMAO I • 66.6% ELS met AMAO II – 5 years+ • Pending% Els met AMAO II – less than 5 years	Due to the conclusion of No Child Left Behind (NCLB) and the adoption of the Every Student Succeeds Act (ESSA), AMAO data was not finalized. Our embargoed data for the 2015-2016 school year showed that 40.5% of English learners who have been in school in the United States less than 5 years have attained the English proficiency level. 66.2% of English learners who have been in school in the United States for 5 years or more attained the English proficiency level.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	1. When possible hire highly qualified bilingual staff as measured by teacher credentials.	Continued to search for highly qualified candidates when available.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	As outlined in Goal 1.1	See 1.1 0

Action 2

Actions/Services

PLANNED	ACTUAL
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).	The Lexia instructional program was used for English Learners. During the 2016-2017 school year, teachers in grades TK - 8 piloted new ELA/ELD curriculum. Materials will be purchased during for the 2017-2018 school year after board adoption.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Title III 060-4203 Object 5830 Title III $2,769	0

Action 3

Actions/Services

PLANNED	ACTUAL
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.	ELA/ELD materials purchase is in process. Continued coaching for teachers in differention and effective EL strategies to address the 4Cs.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Title III 060-4203 Object 5830 Title III $500	See 1.2 0

Action 4

Actions/Services

PLANNED	ACTUAL
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.	Benchmark assessments in ELA, Writing, and Math were done three times during the school year. Data analysis was conducted through monthly PLC meetings. Results were shared during parent conferences and report cards. CELDT scores were mailed home.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No additional costs	No additional costs 0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the goal for English learners to become proficient in English and attain proficiency in all subject areas went as planned. The 2016-2017 school year ended with the adoption of English Language Arts and English Language Development curriculum, which will be implemented in 2017-2018.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The overall goal was effective as 10% of English learners were reclassified during the school year. However, in relation to noted performance gaps, the percentage of English learners meeting standards is below that of the school-wide results. As the 2015-2016 CAASPP assessments demonstrates, the percentage of English learners meeting standards in English Language Arts was 20% and in Mathematics 29%. This is in comparison to the school-wide results in which 48% of all students met English Language Arts standards and 44% of Mathematics. Orchard School District intends to increase the effectiveness of LCAP Goal 2 (English Learners to become proficient in English and attain proficiency in all subject areas) through new curriculum for English-Language Arts/English Language Development and increased professional development for teachers on instructional strategies for English learner students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The material differences between the budgeted expenditures and the estimated actual expenditures were due to the ELA/ELD pilot of new curriculum this school year. No funds were spent because teachers were participating in piloting new curriculum. It is expected that 2017-2018 expenditures will increase as new materials are being purchased.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In order to support our English learners attaining proficiency in English and all subject areas, Orchard School has partnered with Santa Clara County Office of Education to implement the Access for All framework for instructing English learners. This is referenced in Goal 2, action 3a of the 2017-2018 LCAP.

Annual Update   LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3	3) Align instruction and assessments to the California Common Core State (CCSS) and English Language Development Standards (ELD).

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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.	• All teachers continued to received support in the form of Professional Development (PD). Sign-in sheets and surveys were collected during PD. • In 2016-2017, all classrooms were visited using the ELD Instructional Feedback Tool twice as part of the implementation of the ELD Standards. • All grade levels met in monthly PLC meetings. Agendas and minutes were collected. 100% of teachers participated.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   1

Actions/Services

PLANNED	ACTUAL
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 • Technology (instructional and management) • Professional Learning Communities (PLC) • Interventions	Teachers attended trainings on: • The CCSS, ELD, and NGSS standards • CAASPP and the Smarter Balance Assessments • Formative Assessments • Writers Workshop • EngageNY Math • Technology (Read 180, Lexia, Applications for Education) • Professional Learning Communities (PLC) • Interventions (Leveled Literacy Intervention)

Expenditures

BUDGETED	ESTIMATED ACTUAL
LCFF 010-0000 Title II 060-4035 Object 1-3xxx 52xx 58xx LCFF $ 24,864	Mgr 9301 Educator Effectiveness & Title II Travel 52xx Locally Defined 23072

Action 2

Actions/Services

PLANNED	ACTUAL
2.Provide extended/release time for planning and collaboration.	Extended/release time was provided for BTSA, DRA administration, and coaching cycles.

Expenditures

BUDGETED	ESTIMATED ACTUAL
SpEd 080-6500 Title I 060-3010 Object 1-3xxx Special Education $ 34,947	Costs included in 1.5 0

Action 3

Actions/Services

PLANNED	ACTUAL
3.As per the Williams Act, purchase CORE textbooks and/or additional instructional materials and supplies for the implementation of the standards.	All CORE instructional materials were purchased for implementation of the standards.

Expenditures

BUDGETED	ESTIMATED ACTUAL
LCFF 010-0000 Object 4200	Mgr 9303 Books 4200 Locally Defined 12445

LCFF $12,500

Action **4**

Actions/Services	PLANNED	ACTUAL
	4. Develop and implement an assessment and monitoring system that includes benchmarks and formative assessments to monitor student progress on state and local assessments.	Reading and Writing benchmark assessments were administered three times per year. Staff worked on selecting appropriate Math benchmarks to administer.
Expenditures	BUDGETED Duties are part of the administrator and the Instructional Coach. See Goal 1.2	ESTIMATED ACTUAL Duties are part of the administrator and the Instructional Coach. See Goal 1.2

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The implementation of aligning instruction to the Common Core State Standards (CCSS) and English Language Development (ELD) standards and assessments went as planned.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions were effective to the overall goal. Teachers participated in a variety of Professional Development opportunities, including but not limited to Next Generation Science Standards (NGSS), Writer's Workshop, Professional Learning Communities (PLCs), Intervention, Smarter Balanced and Formative Assessments.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The budgeted expenditures and estimated actual expenditures were very similar with minor differences noted. Funding use for this goal was primarily to provide professional development and release time for teachers.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The local benchmark assessment system for Mathematics was analyzed by staff. A new benchmark testing system was adopted for the 2017-2018 school year. In addition to the new benchmark system, the staff will engage in two Results Oriented Cycles of Inquiry (ROCI) during the school year to analyze data for all student groups, including English learners, to plan instruction.

Annual Update   **LCAP Year Reviewed: 2016-17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4	4. Provide opportunities for parents to assist and support the educational process through decision making, training, and volunteer activities.

State and/or Local Priorities Addressed by this goal:	STATE COE LOCAL	☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
• 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.	This year we implemented an end of the year Local Control and Accountability Plan (LCAP) survey for parent feedback. A wellness committee comprised of staff and parents was established. The Parent Institute for Quality Education (PIQE) was implemented in the spring of 2017. Overall, there was an increase in parent participation in school activities including school governance.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED	**ACTUAL**
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.	Parent information was distributed through the school website, in which a monthly newsletter was made available to parents in English, Spanish, and Vietnamese. Originally budgeted for a new marquee sign but this will be postponed to 2017-18 (Original Budget included a portion of Instructional

		Coach's salary & benefits, however, it is now excluded from this action since it is reported in Goal 1 Action 2).

Expenditures	BUDGETED
	LCFF 010-0000
	Title II 060-4035
	
	Object 1-3xxx 52xx 58xx
	
	  LCFF $ 24,864
		ESTIMATED ACTUAL
		Mgr 9401
		Services & Operating 58xx
		  Locally Defined 4,568

Action 2

Actions/Services	PLANNED 2. Ensure parents are well represented and trained for SSC, ELAC, and PTA.	ACTUAL Parents trainings were provided for SSC/ELAC and PTA. Staff continued to recruit parents to join parent governance committees.
Expenditures	BUDGETED Duties are part of the administrator	ESTIMATED ACTUAL Duties are part of the administrator

Action 3

Actions/Services	PLANNED 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).	ACTUAL Student progress was communicated through parent teacher conferences, progress reports, and report cards. Middle school parents received training in PowerSchool.

Expenditures	BUDGETED
	LCFF 010-0000
	
	Object 5800
	
	  LCFF $ 4,000
		ESTIMATED ACTUAL
		Mgr 9403
		Object 5800
		  Supplemental and Concentration 4484

Action 4

Actions/Services	PLANNED 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).	ACTUAL Family Math and Literacy Nights were offered. Monthly principal's coffee meetings were held. Parents participated in the Los Dichos volunteer program throughout the year. During Spring 2017, a PIQE class was held for Vietnamese speaking parents.
Expenditures	BUDGETED Title III 060-4203	ESTIMATED ACTUAL Mgr 9404 Title I & III

Object 5800		Object 5800
Title III $ 500		Locally Defined 7959

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall implementation went as planned. This year, monthly parent newsletters were uploaded to our website in three languages, English, Spanish, and Vietnamese.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall effectiveness of the actions was achieved. We saw an increase in parent participation in the Los Dichos literacy program. Family math and literacy nights were well attended.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Estimated actual expenditures for action 4 on parent education classes were increased from the budgeted expenditures due to an opportunity to provide Parent Institute in Quality Education (PIQE) classes in Vietnamese, which were never available before.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	One main change was made to the 2017-2018 LCAP for goal 4 on parent engagement. Under State and Local priorities addressed by this goal, priorities 7 and 8 were previously checked off in prior versions of the LCAP. However, after analysis, it appears that no actions on Course Access (priority 7) and Other Pupil Outcomes (priority 8) were addressed in the goal. Therefore, priorities 7 and 8 are no longer checked off as being addressed in goal 4.

No other changes were made to the 2017-2018 LCAP for parent engagement goal were made. Orchard School continues to actively recruit parents for all school activities, including school governance. Continued efforts to increase parent engagement will be implored as a means of addressing performance gaps in suspension rates and academic performance. |

<u>Stakeholder Engagement</u>

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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

GOAL II - HUMAN RESOURCES: All staff is valued and respected by providing and ensuring opportunities to attract, support, and retain exemplary staff.

- Organizational Chart
- Evaluation plan consistent with the employee contracts
- Develop a plan to ensure health and welfare services are secured

GOAL III – SAFE LEARNING ENVIRONMENT: Provide a safe and secure learning environment.

- Build safety parameters around the school
- Develop a school safety plan
- Develop a safety parent handbook

GOAL IV - COMMUNICATION: Support open and honest communication to build a partnership with parents and the community and to promote participation.

- Expanding communication process

- Develop outreach plan (partnerships)
- Maintaining and updating the school website

GOAL V – FISCAL ACCOUNTABILITY: To ensure and maintain fiscal responsibility and financial accountability.

- Seek and builds new revenue sources (ensure goal is met)

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.

Stakeholder groups were engaged in the development of the state's Local Control Funding

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.

The following is a summary of our stakeholder meetings; agendas and minutes were maintained. Leadership Team meetings include the Superintendent, Chief Business Officer, Principal, Assistant Principal, Director of Special Education, and Instructional Coach. Principal's Coffees are attended by TK-8 parents, the Principal, and Assistant Principal. During these stakeholder meetings, updates on the implementation of the current school year's Local Control and Accountability Plan (LCAP) and feedback was solicited from stakeholders for the development of the 2017-2018 LCAP.

August to November 2016:
- Board Presentation 11/1/16, 11/15/16
- School Site Council and English Learner Advisory Committee (SSC/ELAC) 9/22/16, 10/20/16, 11/17/17
- Leadership Team 10/20/16, 11/4/16,
- Principal's Coffee 8/29/16, 10/24/16, 11/21/16

January 2017 to June 2017:
- Principal's Coffee 1/30/17, 2/13/17, 3/27/17, 5/22/17
- Leadership Team 1/12/17, 2/1/17, 2/14/17, 2/22/17, 3/2/17, 3/16/17, 3/30/17, 4/11/17,
- School Site Council and English Learner Advisory Committee (SSC/ELAC) 1/26/17, 2/16/17, 3/16/17, 6/1/17
- LCAP Parent Meeting 4/13/17
- TK-8 Staff Meeting/Stakeholder Survey 4/5/17, 4/14/17
- Orchard Teachers Association (OTA)/Stakeholder Survey 4/5/17, 4/14/
- Classified Staff Meeting/Stakeholder Survey 3/29/17
- Service Employees International Union (SEIU) Meeting/Stakeholder Survey 3/29/17
- Leadership Team and Orchard Teachers Association 5/4/17
- Certificated and Classified Staff LCAP Surveys March 2017
- Parent and Student LCAP Surveys April 2017
- Public Hearing 6/13/17
- Orchard School District Board meeting to approve LCAP 6/15/17

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 2017/18 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 2017/18. In order to give stakeholders multiple opportunities for input, as well as to reach more families and parents, we included surveys for parents, students, and staff for feedback.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

After reviewing and compiling the entire stakeholder input received the following major themes emerged and are included in the LCAP. The major themes are listed under the Eight State Priorities that must be addressed in the LCAP:

Priority One: Basic (Conditions of Learning):
- Retain highly qualified staff, including substitute teachers.
- Purchase newly adopted ELA/ELD curriculum materials

Priority Two: State Standards (Conditions of Learning):
- Professional Development for all staff in the implementation of the CCSS, including ELD and Next Generation Science Standards
- Professional Development on the newly adopted ELA/ELD curriculum
- Continuation of staff release days for planning and collaboration
- Participation in the K-3 CSR program and smaller class size in grades 4 - 8
- Staff Coaching in implementation of the standards with a focus on English Learners, low income pupils, and foster youth

Priority Three: Parent Involvement (Engagement):
- 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

Priority Four: Pupil Achievement (Pupil Outcomes):
- Availability of intervention programs and services to meet the needs of all students, including implementation of RtI
- Differentiation of instruction to meet the diverse academic proficiency levels of all students, including high achieving students
- Full implementation of an ELD program
- Data-driven professional learning communities
- Assessment and monitoring system
- Summer Intervention Program

Priority Five:Pupil Engagement (Engagement):
- After-school clubs including sports

- Student recognition program for academics and attendance
- Continue PLAYWORKS TEAMUP during recess
- Continue attendance team to monitor student attendance including foster youth

Priority Six:School Climate (Engagement):
- Host school-wide beautification events
- Implement school-wide safety and discipline plan, including incentives
- Project Cornerstone

Priority Seven:Course Access (Conditions of Learning):
- Integration of instructional strategies in order to support English language learners
- Integration of technology resources
- Middle school electives

Priority Eight:Other Pupil Outcomes (Pupil Outcomes):
- Continue to provide Counseling Services

After careful review and analysis of the 2016/17 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:
1) Implement a Health and Wellness program to include nutrition, social emotional well-being, and sex and health education.
2)   Implementation of the Kimochis social emotional learning curriculum in TK-3.
3) Expand professional development and instructional support for English Learners.
4)   Restructure the instructional coach position to include guided reading support for students and teachers.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☒ Modified	☐ Unchanged

Goal 1	All students will reach high standards, attaining proficiency or better in English-language arts and math.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL District Goals 1-5

Identified Need

The following is a list of identified needs based on school-wide data. The following actions will be implemented to support goal 1, in which all students will reach high standards, attaining proficiency or better in English-language arts and math.

Action Item 1a: Recruit, hire, and retain highly qualified teachers and other staff, who to the extent possible are bilingual, as measured by assignments and credentials (42 certificated staff salaries & benefits): Our data indicates that the majority of our teaching staff are considered to be highly qualified. One of California's Eight Priority Areas is the Conditions of Learning, which ensures that school districts have the percentage of properly credentialed teachers.

Action Item 1b: Provide Beginning Teacher Support and Assessment (BTSA) Induction for new teachers (BTSA stipends & MOU with Campbell): In order to attain highly qualified status, teachers must go through the induction process. Orchard School District has a Memo of Understanding with Campbell in order to provide these services. In term, equipping teachers with the necessary skills for student instruction and growth.

Action Item 2: Continue the instructional coach position to support the implementation of the CORE curriculum including ELD and student interventions: The instruction coach works with teachers going through BTSA, as well as student interventions. Per the CAASPP results, 52% of Orchard students are not meeting the standards in English Language Arts. The interventions provided by the instructional coach will provide more support for students not meeting the standards.

Action Item 3a: Continue the psychologist/counselor position to provide student support with social and emotional well-being, improve student engagement and attendance: Social emotional well-being contributes to student engagement and attendance at school. As measured by our attendance rates, there is a need to improve student attendance. The 2016-2017 attendance rate was 96.74%, which means that 3.26% of students on average did not attend school. Orchard School District would like to see an increase in the attendance rate.

Action Item 3b: Implement a health and wellness program to include nutrition, social emotional well-being, and sex and health education: This newly implemented program is included as an action because a number of student discipline referrals are related to the social-emotional well-being of students. By implementing a health and wellness program,

Orchard School intends to further promote a healthy lifestyle, as well as provide the social-emotional support to students in efforts to reduce suspension rates.

Action Item 3c: Adopt the Kimochis program, a universal, social emotional learning curriculum and communication tool in grades TK - 3: Based off of teacher feedback during the pilot stage of implementation of the Kimochis program, teachers feel that this program has a value to the social emotional well being of Orchard students.

Action Item 4a: Special education students will receive social emotional well-being support through the individual and group counseling services with the school counselor: The California School Dashboard indicates that the suspension rates for students with disabilities has risen 2.1% from the previous reporting year. This action supports social emotional well-being and growth in an effort to reduce the number of suspensions for students with disabilities.

Action Item 4b: Provide academic supports for students with disabilities, including but not limited to the use of the Lexia program and after-school intervention at least two times per week: As previously stated, 90% of students with disabilities did not meet the standards on the CAASPP assessment. By providing increased access to technology and additional after-school support, Orchard School District intends to work with students to increase achievement in meeting the standards on the CAASPP and local assessments.

Action Item 5: Develop and implement a Response to Intervention (RTI) program, to include academic and behavioral supports for students: As per the 2015 and 2016 CAASPP test results, some students suffer from an educational achievement and opportunity gap, including English Learners, low-income pupils, and foster youth. As listed in the plan summary greatest needs section, we continue to experience a gap between our Asian and Hispanic student groups. Our Hispanic student group scores within the yellow performance level, whereas our Asian student group scores within the green performance level in both English-Language Arts and Mathematics. Based on 2015-2016 CAASPP results, 52% of Orchard students are not meeting the standards in English Language Arts. As noted on the California Dashboard, students with disabilities scored in the orange performance level. Of the students with disabilities tested on the CAASPP assessment, 90% were not meeting standards. Additionally, include behavioral supports for students, such as mentoring, counseling, and other supports, in order to reduce student suspensions.

Action Item 6: Provide extended school day and year programs that focus on tutorials and extended/accelerated time in ELA, ELD, and/or math: The CAASPP data for 2015-2016 indicates that 52% of students at not meeting English-Language Arts and 56% of students are not meeting the math standards. Combined with the fact that 55% of Orchard students are learning English as a second language, this demonstrates a need for additional time in the noted subjects.

Action Item 7a: Provide access to technology, including blended learning opportunities for students who need extra help or who need acceleration: The CAASPP data results indicate that there is a need for students to receive additional support through technology.

Action Item 7b: Provide students' access to Accelerated Reader, Raz-Kids and JiJi Math at school: Accelerated Reader and Raz-Kids are all programs that support reading instruction, which is part of English Language Arts. The afore-mentioned CAASPP scores indicate that additional resources for supporting students growth is needed. Jiji Math specifically focus on math growth and acceleration.

Action Item 7c: Engage and support parents with home use and access of these program: Parent feedback for the 2016-2017 LCAP Parent Survey suggests that parents would like resources to use at home. These programs serve as such resources that parents can access.

Action Item 8a: Provide safe school buildings and facilities in good repair: Providing a safe school buildings and facilities in good repair is vital to Orchard School District staff. Per the 2015-2017 School Accountability Report Card (SARC), Orchard School provides facilities in good repair with a status of "Good" on the yearly School Facility Repair Status Report.

Action Item 8b: Promote healthy recess culture & implement a recess program: Be implementing a healthy recess culture and a recess program, Orchard School District aims to provide students with appropriate problem-solving strategies on the playground in an effort to reduce student suspensions. Orchard School District had a suspension rate of 1.2% during the last school year.

Action Item 9a: Continue elective course options for middle school students and a zero period for Band for students in 4th and 5th grades: Per the 2016-2017 LCAP Staff Survey, staff would like to see elective options continue and possibly expanded.

Action Item 9b: Continue to provide accelerated mathematics pathways for middle school students: An accelerated mathematics pathway is offered for middle school students. This aligns with California State Priority 7 on Course Access, in which students are provided with a broad course of student that includes all of the subject areas described in Section 51210 and Section 51220(a) to (I) as applicable, in addition to programs and services developed and provided to unduplicated pupils.

Action Item 10: Continue to improve attendance rates and achievement through recognition programs, providing home-to-school transportation, and systematic identification process of truant students for referral to the Student Attendance Review Board (SARB): For the 2016-2017 school year, Orchard School District had an attendance rate of 96.74%. Orchard would like to work on improving the attendance for the remaining 3.26% that had attendance concerns.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic services/facilities are measured by the Facilities Report/Williams.	Per the Facilities Report/Williams on the 2015-2016 School Accountability Report Card (SARC), Orchard School District has an overall scoring of facilities in good repair status.	Continue with an overall scoring of facilities in good repair status or higher.	Continue with an overall scoring of facilities in good repair status or higher.	Continue with an overall scoring of facilities in good repair status or higher.
Priority 2: Implementation of State Standards as locally measured by classroom walkthroughs, including ELD specific classroom walkthroughs	Classroom walkthroughs were conducted in 100% of classrooms during the 2016-2017 school year. ELD specific classroom walkthroughs were conducted in Fall and Spring.	Continue the use of classroom walkthroughs with 100% of classrooms being visited during the school year.	Continue the use of classroom walkthroughs with 100% of classrooms being visited during the school year.	Continue the use of classroom walkthroughs with 100% of classrooms being visited during the school year.
Priority 4: Pupil achievement as measured by CAASPP results and local Benchmark Assessment Data	Based on the 2015-2016 CAASPP results, 48% of students school-wide are met or exceeded standards in English Language Arts and 44% of students met or exceeded Mathematics standards.	An increase in student achievement as measured by CAASPP and local assessments (Developmental Reading Assessment (DRA) in grades TK-5, Accelerated Reader (AR) in grades 6-8, and Mathematics in grades 6-8).	An increase in student achievement as measured by CAASPP and local assessments (Developmental Reading Assessment (DRA) in grades TK-5, Accelerated Reader (AR) in grades 6-8, and Mathematics in grades 6-8).	An increase in student achievement as measured by CAASPP and local assessments (Developmental Reading Assessment (DRA) in grades TK-5, Accelerated Reader (AR) in grades 6-8, and Mathematics in grades 6-8).
Priority 5: Pupil Engagement as measured by attendance rates and middle school drop out rate.		Increase CAASPP results school-wide and significant subgroups annually by 2% with 50% of students meeting or	Increase CAASPP results school-wide and significant subgroups annually by 2% with 52% of students meeting or	Increase CAASPP results school-wide and significant subgroups annually by 2% with 54% of students meeting or
Priority 6: School Climate as measured by suspension rates				

Priority 7: Course Access as measured by providing students with a broad course that includes all of the subject areas described in Section 51210 and Section 51220(a) to (I) as applicable, in addition to programs and services developed and provided to unduplicated pupils.
_____
Priority 8: Other Pupil Outcomes as measured by local district benchmark assessments

Local Benchmark assessment data is also used to measure student achievement. An end of the year benchmark assessment was given to all students in grades TK-8. Third grade is a pivotal school year for reading and mathematics instruction. At the end of the 2016-2017 school year, 50% of 3rd grade students were meeting or exceeding the standards in English Language Arts and 78% of 3rd grade students met or exceeded the Mathematics standards.
_____
The 2016-2017 attendance rate was 96.74%. For 2015-2016 school year, there was only one recorded middle school drop out.
_____
The 2016-2017 suspension rate was 1.2%
_____
During the 2016-2017 school year, a broad course of study that included all of the subject areas was available to students, as well as programs and services developed and provided to unduplicated pupils. An example is the accelerate math pathway, in which an opportunity for 8th graders take a partial year of Algebra in order to be able to take higher level courses in high school. Furthermore, science labs experiences are provided regularly to middle school students.
_____
Local benchmark assessment data for the end of the 2016-2017 school year indicates that 50% of 3rd grade students were meeting or exceeding the standards in English Language Arts and 78% of 3rd grade

exceeding standards in English Language Arts and 46% of students meeting or exceeding standards in Math.

Increase local benchmark results in 3rd grade so that 52% of 3rd grade students meet or exceed English Language Arts standards and 80% of 3rd grade students meet or exceed Mathematics standards.
_____
Increase the student attendance rate by 0.26% to have a total attendance rate of 97%. Have 0 students recorded on the middle school drop out rate report.
_____
Decrease student suspension rate by 0.25% to 0.95%
_____
Continue to provide a broad course of study that included all of the subject areas was available to students, as well as programs and services developed and provided to unduplicated pupils.Continue offering at least one integrated math class for 6th - 8th grade classes. Continue with regular science lab opportunities for students.
_____
52% of 3rd grade students to be in the meeting or exceeding standards in English Language Arts and 80% of 3rd grade students are to be meeting or exceeding the Mathematics standards.

exceeding standards in English Language Arts and 48% of students meeting or exceeding standards in Math.

Increase local benchmark results in 3rd grade so that 54% of 3rd grade students meet or exceed English Language Arts standards and 82% of 3rd grade students meet or exceed Mathematics standards.
_____
Increase the student attendance rate by 1% to have a total attendance rate of 98%. Have 0 students recorded on the middle school drop out rate report.
_____
Decrease student suspension rate by 0.25% to 0.70%
_____
Continue to provide a broad course of study that included all of the subject areas was available to students, as well as programs and services developed and provided to unduplicated pupils.Continue offering at least one integrated math class for 6th - 8th grade classes. Continue with regular science lab opportunities for students.
_____
54% of 3rd grade students to be in the meeting or exceeding standards in English Language Arts and 82% of 3rd grade students are to be meeting or exceeding the Mathematics standards.

exceeding standards in English Language Arts and 50% of students meeting or exceeding standards in Math.

Increase local benchmark results in 3rd grade so that 56% of 3rd grade students meet or exceed English Language Arts standards and 84% of 3rd grade students meet or exceed Mathematics standards.
_____
Increase the student attendance rate by 1% to have a total attendance rate of 99%. Have 0 students recorded on the middle school drop out rate report.
_____
Decrease student suspension rate by 0.25% to 0.45%
_____
Continue to provide a broad course of study that included all of the subject areas was available to students, as well as programs and services developed and provided to unduplicated pupils.Continue offering at least one integrated math class for 6th - 8th grade classes. Continue with regular science lab opportunities for students.
_____
56% of 3rd grade students to be in the meeting or exceeding standards in English Language Arts and 84% of 3rd grade students are to be meeting or exceeding the Mathematics standards.

	students met or exceeded the Mathematics standards.			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1a) Recruit, hire, and retain highly qualified teachers and other staff, who to the extent possible are bilingual, as measured by assignments and credentials (42 certificated staff salaries & benefits) 1b) Provide Beginning Teacher Support and Assessment (BTSA) Induction services for new teachers (BTSA stipends & MOU with Campbell)	1a) Recruit, hire, and retain highly qualified teachers and other staff, who to the extent possible are bilingual, as measured by assignments and credentials (42 certificated staff salaries & benefits) 1b) Provide Beginning Teacher Support and Assessment (BTSA) Induction services for new teachers (BTSA stipends & MOU with Campbell)	1a) Recruit, hire, and retain highly qualified teachers and other staff, who to the extent possible are bilingual, as measured by assignments and credentials (41 certificated staff salaries & benefits; reduction of 1.0 projected due to declining enrollment) 1b) Provide Beginning Teacher Support and Assessment (BTSA) Induction services for new teachers (BTSA stipends & MOU with Campbell)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	3,783,900	Amount	3,870,930	Amount	3,859,961
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	LCFF 010-0000 $3.12M SpEd 080-6500 $0.64M Object 1-3xxx MOU & Stipends 1-3xxx, 5800 $0.02M	Budget Reference	LCFF 010-0000 $3.19M SpEd 080-6500 $0.65M Object 1-3xxx MOU & Stipends 1-3xxx, 5800 $0.02M	Budget Reference	LCFF 010-0000 $3.16M SpEd 080-6500 $0.67M Object 1-3xxx MOU & Stipends 1-3xxx, 5800 $0.02M

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services
☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged

2) Continue the instructional coach position to support the implementation of the CORE curriculum including ELD and student interventions.	2) Continue the instructional coach position to support the implementation of the CORE curriculum including ELD and student interventions.	2) Continue the instructional coach position to support the implementation of the CORE curriculum including ELD and student interventions.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	116,141	Amount	118,812	Amount	121,545
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	LCFF 010-0000 Object 1-3xxx Manager 9102	Budget Reference	LCFF 010-0000 Object 1-3xxx Manager 9102	Budget Reference	LCFF 010-0000 Object 1-3xxx Manager 9102

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)
☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services
☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18   **2018-19**   **2019-20**

☐ New	☒ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged

3a) Continue the psychologist/counselor position to provide student support with social and emotional well-being, improve student engagement and attendance. 3b) Implement a health and wellness program to include nutrition, social emotional well-being, and sex and health education. 3c) Adopt and implement the Kimochis program, a universal, social emotional learning curriculum and communication tool, in grades TK-3.	3a) Continue the psychologist/counselor position to provide student support with social and emotional well-being, improve student engagement and attendance. 3b) Implement a health and wellness program to include nutrition, social emotional well-being, and sex and health education. 3c) Implement the Kimochis program, a universal, social emotional learning curriculum and communication tool, in grades TK-3.	3a) Continue the psychologist/counselor position to provide student support with social and emotional well-being, improve student engagement and attendance. 3b) Implement a health and wellness program to include nutrition, social emotional well-being, and sex and health education. 3c) Implement the Kimochis program, a universal, social emotional learning curriculum and communication tool, in grades TK-3.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	180,019	Amount	184,159	Amount	188,395
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	LCFF 010-0000 Title III 060-4203 Objt 1-3xxx, 4xxx Manager 9103	Budget Reference	LCFF 010-0000 Title III 060-4203 Objt 1-3xxx, 4xxx Manager 9103	Budget Reference	LCFF 010-0000 Title III 060-4203 Objt 1-3xxx, 4xxx Manager 9103

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☒ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
4a) Special education students will receive social emotional well-being support through individual and group counseling services with the school counselor. 4b) Provide academic supports for students with disabilities, including but not limited to the use of blended learning programs, such as Lexia, and after-school intervention.	4a) Special education students will receive social emotional well-being support through individual and group counseling services with the school counselor. 4b) Provide academic supports for students with disabilities, including but not limited to the use of blended learning programs, such as Lexia, and after-school intervention.	4a) Special education students will receive social emotional well-being support through individual and group counseling services with the school counselor. 4b) Provide academic supports for students with disabilities, including but not limited to the use of blended learning programs, such as Lexia, and after-school intervention.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	107,268	Amount	107,268	Amount	107,268
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	SpEd 080-6500/6512 Objt 1-3xxx, 4xxx Manager 9103	Budget Reference	SpEd 080-6500/6512 Objt 1-3xxx, 4xxx Manager 9103	Budget Reference	SpEd 080-6500/6512 Objt 1-3xxx, 4xxx Manager 9103

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

	Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
	Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
5) Develop and implement a Response to Intervention (RTI) program to include academic and behavioral supports for students. Academic supports to include interventions, such as small group instructions. Behavioral supports to include mentoring, counseling, and other supports as needed.	5) Develop and implement a Response to Intervention (RTI) program to include academic and behavioral supports for students. Academic supports to include interventions, such as small group instructions. Behavioral supports to include mentoring, counseling, and other supports as needed.	5) Develop and implement a Response to Intervention (RTI) program to include academic and behavioral supports for students. Academic supports to include interventions, such as small group instructions. Behavioral supports to include mentoring, counseling, and other supports as needed.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Budget Reference: Duties part of Admin, see 1.2	Budget Reference: Duties part of Admin, see 1.2	Budget Reference: Duties part of Admin, see 1.2

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
6) Provide extended school day and year programs that focus on tutorials, and extended/accelerated time in ELA, ELD, and/or math.	6) Provide extended school day and year programs that focus on tutorials, and extended/accelerated time in ELA, ELD, and/or math.	6) Provide extended school day and year programs that focus on tutorials, and extended/accelerated time in ELA, ELD, and/or math.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	21,171	Amount	21,171	Amount	21,171
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Title I 060-3010 Object 1-3xxx Manager 9105	Budget Reference	Title I 060-3010 Object 1-3xxx Manager 9105	Budget Reference	Title I 060-3010 Object 1-3xxx Manager 9105

Action   **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income	

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
7a) Provide access to technology, including blended learning opportunities for students who need extra help or who need acceleration. 7b) Provide students' access to Accelerated Reader, Raz-Kids and JiJi Math at school. 7c) Engage and support parents with home use and access of these programs.	7a) Provide access to technology, including blended learning opportunities for students who need extra help or who need acceleration. 7b) Provide students' access to Accelerated Reader, Raz-Kids and JiJi Math at school. 7c) Engage and support parents with home use and access of these programs.	7a) Provide access to technology, including blended learning opportunities for students who need extra help or who need acceleration. 7b) Provide students' access to Accelerated Reader, Raz-Kids and JiJi Math at school. 7c) Engage and support parents with home use and access of these programs.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	50,800	Amount	50,800	Amount	50,800
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	LCFF 010-0000 Title I 060-3010 Object 4-5xxx Manager 9106	Budget Reference	LCFF 010-0000 Title I 060-3010 Object 4-5xxx Manager 9106	Budget Reference	LCFF 010-0000 Title I 060-3010 Object 4-5xxx Manager 9106

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
8a) Provide safe school buildings and facilities in good repair. 8b) Promote healthy recess culture & implement a recess program.	8a) Provide safe school buildings and facilities in good repair. 8b) Promote healthy recess culture & implement a recess program.	8a) Provide safe school buildings and facilities in good repair. 8b) Promote healthy recess culture & implement a recess program.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	2,018,390	Amount	2,078,748	Amount	2,140,917
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	LCFF Base, Suppl, & Concen 010-0000 Function 8100 Function 7xxx, objt 1-3xxx Manager 9107	Budget Reference	LCFF Base, Suppl, & Concen 010-0000 Function 8100 Function 7xxx, objt 1-3xxx Manager 9107	Budget Reference	LCFF Base, Suppl, & Concen 010-0000 Function 8100 Function 7xxx, objt 1-3xxx Manager 9107

Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
9a) Continue elective course options for middle school students and a zero period for Band for students in 4th and 5th grades. 9b) Continue to provide accelerated mathematics pathways for middle school students.	9a) Continue elective course options for middle school students and a zero period for Band for students in 4th and 5th grades. 9b) Continue to provide accelerated mathematics pathways for middle school students.	9a) Continue elective course options for middle school students and a zero period for Band for students in 4th and 5th grades. 9b) Continue to provide accelerated mathematics pathways for middle school students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	Part of teacher salaries (see 1.1)	Budget Reference	Part of teacher salaries (see 1.1)	Budget Reference	Part of teacher salaries (see 1.1)

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
10) Continue to improve attendance rates and achievement through recognition programs, providing home-to-school transportation, and systematic identification process of truant students for referral to the Student Attendance Review Board (SARB).	10) Continue to improve attendance rates and achievement through recognition programs, providing home-to-school transportation, and systematic identification process of truant students for referral to the Student Attendance Review Board (SARB).	10) Continue to improve attendance rates and achievement through recognition programs, providing home-to-school transportation, and systematic identification process of truant students for referral to the Student Attendance Review Board (SARB).

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	259,225	Amount	259,225	Amount	259,225
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	LCFF 010-0000 SpEd 080-6500 Object 58xx, 7133 Manager 9109	Budget Reference	LCFF 010-0000 SpEd 080-6500 Object 58xx, 7133 Manager 9109	Budget Reference	LCFF 010-0000 SpEd 080-6500 Object 58xx, 7133 Manager 9109

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 2	English Learners will become proficient in English and attain proficiency in all subject areas.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL District Goals 1-5

Identified Need

The following is a list of identified needs based on school-wide data. The following actions will be implemented to support goal 2, in which English Learners will become proficient in English and attain proficiency in all subject areas.

Action Item 1: When possible hire highly qualified bilingual staff: As per the 2015-2016 School Accountability Report Card (SARC), Orchard School District hires highly qualified staff. When possible, staff may be bilingual in languages that represent student demographics, such as Spanish or Vietnamese.

As per our 2016 CAASPP and 2017 CELDT results, there is a need to increase the % of English Language Learners (ELLs) meeting proficiency in English. There is also a need to continue to increase the reclassification rates of ELL students.

Action Item 2a: Purchase standards aligned CORE and supplementary ELD instructional materials for designated ELD time block and integrated ELD: Per the Williams Act, Orchard School District purchases CORE instructional and supplementary English Language Development (ELD) instructional materials for teacher and student use during ELD time. Having appropriate curriculum to fit the needs of English Learners will assist in increasing student proficiency levels in English.

Action Item 2b: When available primary language materials can be used at home with parents: Results from the 2016-2017 LCAP parent survey indicate a need for more materials in the primary language of Orchard families.

Action Item 3a: Collaborate with the Santa Clara County Office of Education in the implementation of the Access for All Framework for ELD: Professional Development has a high impact rate on student achievement. The professional development to be provided will increase teacher knowledge and implementation of instructional strategies for English Learners throughout all content areas and throughout the school day.

Action Item 3b: Provide coaching to support teachers in differentiation and effective EL strategies in order to support student communication, collaboration, critical thinking, and creativity: Much like professional development, coaching assist teachers with continued implementation of effective EL strategies.

Action Item 3c: Adopt new ELA/ELD curriculum: Due to the shift to the Common Core State Standards (CCSS), Orchard School was in need of adopting new English-Language Arts curriculum to that aligns to the standards, which also align

with the CAASPP assessment system. Therefore, in order to increase student achievement, Orchard needed new curriculum for both English-Language Arts and English Language Development.

Action Item 4a: After each benchmark, engage in a Results Oriented Cycles of Inquiry (ROCI) for on-going analysis of student data to ensure English learners are making academic progress in content standards and ELD: The instructional practice of analyzing student data to create instructional next steps is a practice that Orchard staff regularly implores. For the 2017-2018 school year and beyond, Orchard staff will continue this practice and have staff meetings to work together on next steps after the first two benchmark assessments of the year.

Action Item 4b: Share the results with parents: Parent communication is mentioned regularly in LCAP parent survey feedback. Providing regular feedback on English learner progress will strengthen home-school communication.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic services/teachers appropriately assigned and fully credentialed are measured by the Teacher Credentialing Report/Williams. Basic services/access to standards-aligned instructional materials are measured by the Williams Instructional Materials Report/Williams. Priority 2: Implementation of State Standards as measured locally by classroom walkthroughs, including ELD specific walkthroughs using instructional feedback data tool and reclassification rates of English learner students. Priority 4: Pupil Achievement as measured by California Assessment of Student Proficiency and Performance results in English Language Arts and Mathematics and California English Language Development Test (CELDT) results/English Language Proficiency Assessment of California (ELPAC) results.	Per the 2015 - 2016 School Accountability Report Card (SARC), 45 teachers were fully credentialed, with 1 teacher without a full credential. Per the last quarterly 2016 Williams Instructional Materials Report, there were 0 complaints on instructional materials. Classroom walkthroughs were conducted in 100% of classrooms during the 2016-2017 school year. ELD specific classroom walkthroughs were conducted in Fall and Spring. For the 2016 CAASPP, 20% of English learners met the English-Language Arts standards and 29% met the Math standard. CELDT results were not officially released due to the transition to Every Student Succeeds Act (ESSA). However, Orchard School District was given access to embargoed CELDT data for the 2015-2016 school year. The results showed that 40.5% of	To have 0 teachers without a full credential per the School Accountability Report Card (SARC). Continue to have 0 complaints on instructional materials for the 2017-2018 Williams Instructional Materials Report/Williams. Continue the use of classroom walkthroughs with 100% of classrooms being visited during the school year. For the 2017-2018 CAASPP, 22% of English learners will meet the English Language Arts standards and 31% will meet the Mathematics standards. CELDT will be used in the 2017-2018 school year only to do initial assessments of English learners. The English Language Proficiency Assessment of California (ELPAC) will be used to assess annual progress starting in the spring of the 2017-2018 school year. Since the ELPAC is still in planning stages, the following goals are	To have 0 teachers without a full credential per the School Accountability Report Card (SARC). Continue to have 0 complaints on instructional materials for the 2017-2018 Williams Instructional Materials Report/Williams. Continue the use of classroom walkthroughs with 100% of classrooms being visited during the school year. For the 2018-2019 CAASPP, 24% of English learners will meet the English Language Arts standards and 33% will meet the Mathematics standards. For the 2018-2019 school year, 32% of English learners who have been in the United States less than 5 years will attain the English proficiency level and 52% of English learners who have been in the United States for 5 years or more will attain the English proficiency level based on the annual ELPAC assessment.	To have 0 teachers without a full credential per the School Accountability Report Card (SARC). Continue to have 0 complaints on instructional materials for the 2017-2018 Williams Instructional Materials Report/Williams. Continue the use of classroom walkthroughs with 100% of classrooms being visited during the school year. For the 2019-2020 CAASPP, 26% of English learners will meet the English Language Arts standards and 35% will meet the Mathematics standards. For the 2019-2020 school year, 34% of English learners who have been in the United States less than 5 years will attain the English proficiency level and 54% of English learners who have been in the United States for 5 years or more will attain the English proficiency level based on the annual ELPAC assessment.

Priority 8: Other Pupil Outcomes as measured by local district benchmark assessments.	English learners who have been in school in the United States less than 5 years have attained the English proficiency level. 66.2% of English learners who have been in school in the United States for 5 years or more attained the English proficiency level. Additional CELDT data includes that 11% of English learner students are considered At-Risk and 7% are considered Long Term English Learners. During the 2016-2017 school year, 10% of English learners were reclassified. Local benchmark assessment data for the end of the 2016-2017 school year indicates that 50% of 3rd grade students were meeting or exceeding the standards in English Language Arts and 78% of 3rd grade students met or exceeded the Mathematics standards.	subject to change after the first year of implementation. For the 2017-2018 ELPAC assessment, 30% of English learners who have been in the United States less than 5 years will attain the English proficiency level and 50% of English learners who have been in the United States for 5 years or more will attain the English proficiency level. For the 2017-2018 school year, 12% of English Learners will be reclassified. For the 2017-2018 school year, end of the yard data for 3rd grade students to indicate that 52% of students will be meeting or exceeding the standards in English Language Arts and 80% of students meeting or exceeding the Mathematics standards.	For the 2018-2019 school year, 14% of English Learners will be reclassified. For the 2017-2018 school year, end of the yard data for 3rd grade students to indicate that 54% of students will be meeting or exceeding the standards in English Language Arts and 82% of students meeting or exceeding the Mathematics standards.	For the 2019-2020 school year, 16% of English Learners will be reclassified. For the 2017-2018 school year, end of the yard data for 3rd grade students to indicate that 56% of students will be meeting or exceeding the standards in English Language Arts and 84% of students meeting or exceeding the Mathematics standards.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1) When possible hire highly qualified bilingual staff.	1) When possible hire highly qualified bilingual staff.	1) When possible hire highly qualified bilingual staff.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Budget Reference — As outlined in Goal 1.1	Budget Reference — As outlined in Goal 1.1	Budget Reference —

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2a) Purchase standards aligned CORE and supplementary ELD instructional materials for designated ELD time block and integrated ELD. 2b) When available primary language materials can be used at home with parents.	2a) Purchase standards aligned CORE and supplementary ELD instructional materials for designated ELD time block and integrated ELD. 2b) When available primary language materials can be used at home with parents.	2a) Purchase standards aligned CORE and supplementary ELD instructional materials for designated ELD time block and integrated ELD. 2b) When available primary language materials can be used at home with parents.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	33,605	Amount	33,605	Amount	33,605
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	060-6300, 4x00 objt	Budget Reference	060-6300, 4x00 objt	Budget Reference	060-6300, 4x00 objt

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
3a) Collaborate with the Santa Clara County Office of Education in the implementation of the Access for All Framework for ELD. 3b) Provide coaching to support teachers in differentiation and effective EL strategies in order to support student communication, collaboration, critical thinking, and creativity. 3c) Adopt new ELA/ELD curriculum.	3a) Collaborate with the Santa Clara County Office of Education in the implementation of the Access for All Framework for ELD. 3b) Provide coaching to support teachers in differentiation and effective EL strategies in order to support student communication, collaboration, critical thinking, and creativity. 3c) Implement ELA/ELD curriculum.	3a) Collaborate with the Santa Clara County Office of Education in the implementation of the Access for All Framework for ELD. 3b) Provide coaching to support teachers in differentiation and effective EL strategies in order to support student communication, collaboration, critical thinking, and creativity. 3c) Implement ELA/ELD curriculum.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	102,583	Amount	5,000	Amount	5,000
Source	LCFF	Source	Title III	Source	Title III
Budget Reference	010-0000 Object 4100	Budget Reference	060-4203 Object 5800	Budget Reference	060-4203 Object 5800

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
4a) After each benchmark, engage in a Results Oriented Cycles of Inquiry (ROCI) for on-going analysis of student data to ensure English learners are making academic progress in content standards and ELD. 4b) Share the results with parents.	4a) After each benchmark, engage in a Results Oriented Cycles of Inquiry (ROCI) for on-going analysis of student data to ensure English learners are making academic progress in content standards and ELD. 4b) Share the results with parents.	4a) After each benchmark, engage in a Results Oriented Cycles of Inquiry (ROCI) for on-going analysis of student data to ensure English learners are making academic progress in content standards and ELD. 4b) Share the results with parents.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Budget Reference	No additional costs	Budget Reference	No additional costs	Budget Reference	No additional costs

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☒ Modified	☐ Unchanged

Goal 3

Align instruction and assessments to the California Common Core State (CCSS), English Language Development Standards (ELD) and the Next Generation Science Standards (NGSS).

State and/or Local Priorities Addressed by this goal:

STATE   ☒ 1   ☒ 2   ☐ 3   ☒ 4   ☐ 5   ☐ 6   ☐ 7   ☒ 8
COE   ☐ 9   ☐ 10
LOCAL

Identified Need

The following is a list of identified needs based on school-wide data. The following actions will be implemented to support goal 3, in which instruction and assessments are aligned to the California Common Core State (CCSS), English Language Development Standards (ELD) and the Next Generation Science Standards (NGSS).

Action Item 1: Provide professional development for the staff on: the CCSS, ELD, and NGSS standards, the newly adopted ELA/ELD curriculum, CAASPP and the Smarter Balance Assessments,
Benchmarks and Formative Assessments, Writers Workshop, EngageNY Math, Technology (instructional and management), Professional Learning Communities (PLC), and RtI/Interventions (LLI, Read 180): Per the 2016-2017 LCAP Certificated Staff survey, teachers indicated that they would like to continue to have various professional development opportunities for continued learning.

Action Item 2: Provide extended/release time for planning and collaboration: By providing time for planning and collaboration, teachers will be able to refine their lessons for student instruction. Orchard School District participates in bi-montly Professional Learning Communities (PLCs). Feedback on the desired for extended/release time for planning and collaboration was also noted on the LCAP Certificated Staff survey for 2016-2017.

Action Item 3: As per the Williams Act, purchase CORE textbooks and/or additional instructional materials and supplies for the implementation of the standards: It is a mandate to have instructional materials and supplies for students. The Williams Instructional Materials Report and School Accountability Report Card (SARC) lists the data that shows for 2016, there were 0 complaints on instructional materials meaning that students had their needed items.

Action Item 4:Refine and implement an assessment and monitoring system that includes benchmarks and formative assessments to monitor student progress: Having an assessment and monitoring system for student progress is an education best practice. After an assessment is given, the results are analyzed in order to guide instructional next steps. During the 2016-2017 school year, Orchard School refined its benchmark system by selecting new mathematics benchmarks.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic services/teachers appropriately assigned and fully credentialed are measured by the Teacher Credentialing Report/Williams and basic services/access to standards-aligned instructional materials are measured by the Williams Instructional Materials Report/Williams. Priority 2: Implementation of State Standards as measured through classroom walkthroughs, including ELD specific walkthroughs with the use of instructional feedback data tool, staff surveys, meeting sign-in sheets, PLC agendas and minutes. Priority 4: Pupil Achievement as measured California Assessment of Student Proficiency and Performance results in English Language Arts and Mathematics. Priority 8: Other Pupil Outcomes as measured by local district benchmark assessments.	Per the 2015 - 2016 School Accountability Report Card (SARC), 45 teachers were fully credentialed, with 1 teacher without a full credential. Per the last quarterly 2016 Williams Instructional Materials Report, there were 0 complaints on instructional materials. Classroom walkthroughs were conducted in 100% of classrooms during the 2016-2017 school year. ELD specific classroom walkthroughs were conducted in Fall and Spring. The ELD Instructional Feedback Tool was used to monitor the implementation of ELD Standards in classrooms. 95% of teachers received PD and support in the CCSS/NGSS/CAASPP. 100% of teachers participated in monthly PLC meetings to address the standards. Based on the 2015-2016 CAASPP results, 48% of students school-wide are met or exceeded standards in English Language Arts and 44% of students met or exceeded Mathematics standards. Local Benchmark assessment data is also used to measure student achievement. An end of the year benchmark assessment was given to all students in grades TK-8. Third grade is a pivotal school year for reading and mathematics instruction. At	Have all teachers fully credentialed, with 0 teachers without a full credential. Have all students with instructional materials and 0 complaints on instructional materials as per the Williams Instructional Materials Report. Continue classroom walkthroughs and visit 100% of classrooms during the 2017-2018 school year. Continue with ELD specific classroom walkthroughs in the Fall and Spring with the use of the ELD Instructional Feedback Tool to monitor the implementation of ELD Standards in classrooms. 96% of teachers to receive Professional Development support in the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California Assessment of Student Performance and Progress (CAASPP). 100% of teachers to participate in monthly PLC meetings to address the standards. Increase CAASPP results school-wide and significant subgroups annually by 2% with 50% of students meeting or exceeding standards in English Language Arts and 46% of students meeting or exceeding standards in Math. Increase local benchmark results in 3rd grade so that 52% of 3rd grade students meet or	Have all teachers fully credentialed, with 0 teachers without a full credential. Have all students with instructional materials and 0 complaints on instructional materials as per the Williams Instructional Materials Report. Continue classroom walkthroughs and visit 100% of classrooms during the 2018-2019 school year. Continue with ELD specific classroom walkthroughs in the Fall and Spring with the use of the ELD Instructional Feedback Tool to monitor the implementation of ELD Standards in classrooms. 97% of teachers to receive Professional Development support in the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California Assessment of Student Performance and Progress (CAASPP). 100% of teachers to participate in monthly PLC meetings to address the standards. Increase CAASPP results school-wide and significant subgroups annually by 2% with 52% of students meeting or exceeding standards in English Language Arts and 48% of students meeting or exceeding standards in Math. Increase local benchmark results in 3rd grade so that 54% of 3rd grade students meet or	Have all teachers fully credentialed, with 0 teachers without a full credential. Have all students with instructional materials and 0 complaints on instructional materials as per the Williams Instructional Materials Report. Continue classroom walkthroughs and visit 100% of classrooms during the 2019-2020 school year. Continue with ELD specific classroom walkthroughs in the Fall and Spring with the use of the ELD Instructional Feedback Tool to monitor the implementation of ELD Standards in classrooms. 98% of teachers to receive Professional Development support in the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California Assessment of Student Performance and Progress (CAASPP). 100% of teachers to participate in monthly PLC meetings to address the standards. Increase CAASPP results school-wide and significant subgroups annually by 2% with 54% of students meeting or exceeding standards in English Language Arts and 50% of students meeting or exceeding standards in Math. Increase local benchmark results in 3rd grade so that 56% of 3rd grade students meet or

	the end of the 2016-2017 school year, 50% of 3rd grade students were meeting or exceeding the standards in English Language Arts and 78% of 3rd grade students met or exceeded the Mathematics standards.	exceed English Language Arts standards and 80% of 3rd grade students meet or exceed Mathematics standards.	exceed English Language Arts standards and 82% of 3rd grade students meet or exceed Mathematics standards.	exceed English Language Arts standards and 84% of 3rd grade students meet or exceed Mathematics standards.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1) Provide professional development for the staff on: • The CCSS, ELD, and NGSS standards	1) Provide professional development for the staff on: • The CCSS, ELD, and NGSS standards • The newly adopted ELA/ELD curriculum	1) Provide professional development for the staff on: • The CCSS, ELD, and NGSS standards • The newly adopted ELA/ELD curriculum

- The newly adopted ELA/ELD curriculum
- CAASPP and the Smarter Balance Assessments
- Benchmarks and Formative Assessments
- Writers Workshop
- EngageNY Math
- Technology (instructional and management)
- Professional Learning Communities (PLC)
- RtI/Interventions (LLI, Read 180)

- CAASPP and the Smarter Balance Assessments
- Benchmarks and Formative Assessments
- Writers Workshop
- EngageNY Math
- Technology (instructional and management)
- Professional Learning Communities (PLC)
- RtI/Interventions (LLI, Read 180)

- CAASPP and the Smarter Balance Assessments
- Benchmarks and Formative Assessments
- Writers Workshop
- EngageNY Math
- Technology (instructional and management)
- Professional Learning Communities (PLC)
- RtI/Interventions (LLI, Read 180)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 19,075	**Amount** 19,075	**Amount** 19,075
Source Title II	**Source** Title II	**Source** Title II
Budget Reference 060-4035 Object 1-3xxx 52xx Manager 9301	**Budget Reference** 060-4035 Object 1-3xxx 52xx Manager 9301	**Budget Reference** 060-4035 Object 1-3xxx 52xx Manager 9301

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |

| Scope of Services | ☐ LEA-wide | ☐ Schoolwide | **OR** ☐ Limited to Unduplicated Student Group(s) |

| Location(s) | ☐ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2) Provide extended/release time for planning and collaboration.	2) Provide extended/release time for planning and collaboration.	2) Provide extended/release time for planning and collaboration.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	5,000	Amount	5,000	Amount	5,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	060-3010 Object 1-3xxx	Budget Reference	060-3010 Object 1-3xxx	Budget Reference	060-3010 Object 1-3xxx

Action   **3**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |

| Students to be Served | ☒ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)] |

| Location(s) | ☒ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

OR

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
3) As per the Williams Act, purchase CORE textbooks and/or additional instructional materials and supplies for the implementation of the standards.	3) As per the Williams Act, purchase CORE textbooks and/or additional instructional materials and supplies for the implementation of the standards.	3) As per the Williams Act, purchase CORE textbooks and/or additional instructional materials and supplies for the implementation of the standards.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	150,604	Amount	150,604	Amount	150,604
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	LCFF 010-0000 Object 4100 & 4200	Budget Reference	LCFF 010-0000 Object 4100 & 4200	Budget Reference	LCFF 010-0000 Object 4100 & 4200

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
4) Refine and implement an assessment and monitoring system that includes benchmarks and formative assessments to monitor student progress.	4) Refine and implement an assessment and monitoring system that includes benchmarks and formative assessments to monitor student progress.	4) Refine and implement an assessment and monitoring system that includes benchmarks and formative assessments to monitor student progress..

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Budget Reference	Duties are part of the administrator and the Instructional Coach. See Goal 1.2	Budget Reference	Duties are part of the administrator and the Instructional Coach. See Goal 1.2	Budget Reference	Duties are part of the administrator and the Instructional Coach. See Goal 1.2

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 4	Provide opportunities for parents to assist and support the educational process through decision making, training, and volunteer activities.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

The following is a list of identified needs based on school-wide data. The following actions will be implemented to support goal 4, in which Orchard School District aims to provide opportunities for parents to assist and support the educational process through decision making, training, and volunteer activities.

Action Item 1: Effectively share information and solicit parent input in decision making through a variety of means, including but not limited to automated phone calls, email, a monthly school newsletter, website, & monthly Principal's Coffee. Whenever possible provide translation and interpretation for parents: Parents have indicated a desired for home-school communication as per the 2016-2017 LCAP Parent survey.

Action Item 2: Ensure parents are well represented and trained for SSC, ELAC, and PTA: Parent are vital to student success and achievement. Therefore, it is fitting to have parent representation on school governance committees, such as School Site Council (SSC) and English Learner Advisory Council (ELAC). Because Orchard has a high volume of English Learners, it must have an ELAC with parent representation of English Learner parents on it.

Action Item 3: Communicate student progress effectively and consistently through progress reports, report cards, parent teacher conferences, and parent portal training for middle school parents: Parent Engagement is one of California's Eight State Priorities. Additionally, home-school communication is important and valued by parents as per the 2016-2017 LCAP parent survey.

Action Item 4: Provide parent education classes to support family literacy, numeracy, and parenting skills in order to assist parents in taking an active role in the education of their children (e.g., PIQE, Project Cornerstone): Orchard has been able to address the afore-mentioned parent engagement by providing parent education classes during both the 2015-2016 and 2016-2017 school year.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Priority 3: Parent Involvement as measured by annual LCAP parent survey, sign-in sheets for parent conferences, back to school night and participation in school governance committees. Priority 4: Pupil Achievement as measured by California Assessment of Student Proficiency and Performance results in English Language Arts and Mathematics. Priority 5: Pupil Engagement as measured by annual LCAP student survey and Project Cornerstone and middle school drop out rate. Also, as measured by school attendance and chronic absenteeism rates.	For the 2016-2017 school year, 7% of parents completed the LCAP parent survey. For the 2016-2017 school year, 80% of parents attended Back to School Night and parent conferences. Based on the 2015-2016 CAASPP results, 48% of students school-wide are met or exceeded standards in English Language Arts and 44% of students met or exceeded Mathematics standards. For the 2016-2017 school year, 55% of students in 3rd - 8th grades completed the LCAP student survey. For the 2016-2017 school year, 100% of students in grades 4 and 7 participated in the Project Cornerstone survey. Per Dataquest Website, for the 2015-2016 school year, 1 student was listed as a middle school drop out. For the 2016-2017, school attendance rate was 96.74%. The chronic absentee rate of student truants for 2015-2016 was 7% .	To increase the percentage of parents participating in the annual LCAP survey to 9%. Increase the percentage of parents participating in school activities by 5%. For 50% of students school-wide are met or exceeded standards in English Language Arts and 46% of students met or exceeded Mathematics standards. To have 60% of students in 3rd - 8th grades complete the LCAP student survey. To continue to have 100% of students in grades 4 and 7 participated in the Project Cornerstone survey. To have 0 students listed as a middle school drop out. To increase the student attendance rate by 0.26% to have a total attendance rate of 97%. To decrease the student truancy rate to 6%.	To increase the percentage of parents participating in the annual LCAP survey to 11%. Increase the percentage of parents participating in school activities by 5%. For 52% of students school-wide are met or exceeded standards in English Language Arts and 48% of students met or exceeded Mathematics standards. To have 65% of students in 3rd - 8th grades complete the LCAP student survey. To continue to have 100% of students in grades 4 and 7 participated in the Project Cornerstone survey. To have 0 students listed as a middle school drop out. To increase the student attendance rate by 0.26% to have a total attendance rate of 98%. To decrease the student truancy rate to 5%.	To increase the percentage of parents participating in the annual LCAP survey to 13%. Increase the percentage of parents participating in school activities by 5%. For 54% of students school-wide are met or exceeded standards in English Language Arts and 50% of students met or exceeded Mathematics standards. To have 70% of students in 3rd - 8th grades complete the LCAP student survey. To continue to have 100% of students in grades 4 and 7 participated in the Project Cornerstone survey. To have 0 students listed as a middle school drop out. To increase the student attendance rate by 0.26% to have a total attendance rate of 99%. To decrease the student truancy rate to 4%.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)	☒ All Schools ☐ Specific Schools:	☐ Specific Grade spans:

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1) Effectively share information and solicit parent input in decision making through a variety of means, including but not limited to automated phone calls, email, a monthly school newsletter, website, & monthly Principal's Coffee. Whenever possible provide translation and interpretation for parents.	1) Effectively share information and solicit parent input in decision making through a variety of means, including but not limited to automated phone calls, email, a monthly school newsletter, website, & monthly Principal's Coffee. Whenever possible provide translation and interpretation for parents.	1) Effectively share information and solicit parent input in decision making through a variety of means, including but not limited to automated phone calls, email, a monthly school newsletter, website, & monthly Principal's Coffee. Whenever possible provide translation and interpretation for parents.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	15,188	Amount	15,188	Amount	15,188
Budget Reference	LCFF 010-0000, 5200 - Powerschool training LCFF 010-0000, 5800 - Catapult contract Title I 060-3010, 5800 - Blackboard contract Manager 9401	Budget Reference	LCFF 010-0000, 5200 - Powerschool training LCFF 010-0000, 5800 - Catapult contract Title I 060-3010, 5800 - Blackboard contract Manager 9401	Budget Reference	LCFF 010-0000, 5200 - Powerschool training LCFF 010-0000, 5800 - Catapult contract Title I 060-3010, 5800 - Blackboard contract Manager 9401

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2) Ensure parents are well represented and trained for SSC, ELAC, and PTA.	2) Ensure parents are well represented and trained for SSC, ELAC, and PTA.	2) Ensure parents are well represented and trained for SSC, ELAC, and PTA.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	Duties are part of the administrator	Budget Reference	Duties are part of the administrator	Budget Reference	Duties are part of the administrator

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ English Learners ☐ Foster Youth ☐ Low Income |

| Scope of Services | ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s) |

| Location(s) | ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans: |

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
3) Communicate student progress effectively and consistently through progress reports, report cards, parent teacher conferences, and parent portal training for middle school parents.	3) Communicate student progress effectively and consistently through progress reports, report cards, parent teacher conferences, and parent portal training for middle school parents.	3) Communicate student progress effectively and consistently through progress reports, report cards, parent teacher conferences, and parent portal training for middle school parents.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	5,000	Amount	5,000	Amount	5,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	LCFF 010-0000 Object 5200	Budget Reference	LCFF 010-0000 Object 5200	Budget Reference	LCFF 010-0000 Object 5200

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] |

| Location(s) | ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans: |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
4) Provide parent education classes to support family literacy, numeracy, and parenting skills in order to assist parents in taking an active role in the education of their children (e.g., PIQE, Project Cornerstone).	Provide parent education classes to support family literacy, numeracy, and parenting skills in order to assist parents in taking an active role in the education of their children (e.g., PIQE, Project Cornerstone).	Provide parent education classes to support family literacy, numeracy, and parenting skills in order to assist parents in taking an active role in the education of their children (e.g., PIQE, Project Cornerstone).

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$ 500	$ 500	
Source	Title III	Title III	Title III
Budget Reference	060-4203, 5800 Manager 9404	060-4203, 5800 Manager 9404	060-4203, 5800 Manager 9404

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $1,128,621   Percentage to Increase or Improve Services: 16.99%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

As stated in the review of increased or improved services, services provided for unduplicated pupils are to be improved during the 2017-2018 school year through the following measures. It is important to note that these measures are to be done district-wide as Orchard School District is composed of only one school.

- Additional pull out reading support for low income and English learner students through the newly restructured instructional coach position: Additional intervention support in the area of reading will give students time, in addition to their regular English-Language Arts class, to practice their reading skills. In term, the additional practice should assist in student understanding and proficiency.
- Increase in instructional materials for the after-school newcomer English learner program: As curriculum has changed to reflect new English-Language Arts Common Core State Standards (CCSS) and English Language Development (ELD) Standards, school districts must provide standards-aligned curriculum for student use in order to meet the standards. Therefore, Orchard is increasing the ELD materials for the English learner program in order to help English learners reach proficiency.
- Foster Youth services will be improved through continual home-school communication and resources as necessary: Home-school communication is one pivotal piece of parent engagement. Orchard continually seeks out more opportunities to engage parents.
- Additional academic couseling, including college and career readiness, will be available through the school counselor position: The Common Core State Standards emphasizes college and career readiness. Having a counselor to support student needs in the capacity will benefit the students of Orchard School.
- Maintain class size below 24 for TK-3 and full day Kindergarten: Full day Kindergarten and smaller class sizes will benefit the students because they will be able to attain more teacher support.
- Continue to provide Socio-Emotional support through psychological, counseling, and health services: Social-emotional support will assist students in utilizing their class time to its full potential.
- Maintain increased access to technology, instructional software programs, & web-based instructional support available at school and home: Parents have indicated a desired to have resources that they can use at home. Teachers are able to use blended learning technologies to create individual learning plans for students to help build needed skills.
- Promote positive, safe, & healthy culture through Playworks & increased yard supervision: Playworks and yard supervision allows for a positive school culture, which in turn can lead to a reduction in out of school suspensions.
- Improve attendance through providing transportation and recognition incentives: Student attendance is vital to student learning. The more students are in school, the more that they can learn.

Furthermore, all student groups will receive improved services through the adoption and implementation of new standards aligned English-Language Arts, English Language Development, and Intervention curriculum. Orchard School continues to search for opportunities to expand our extended day and school year programs.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

> **New, Modified, Unchanged**
>
> > As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

> ### Goal
>
> > State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

> ### 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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

> ### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 *CCR* 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;

C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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?

Guiding Questions: Stakeholder Engagement

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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

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 bgroups 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	734,251.00	586,489.00	6,868,469.00	6,925,085.00	6,982,754.00	20,776,308.00
	15,000.00	23,193.00	15,188.00	15,188.00	15,188.00	45,564.00
LCFF	602,641.00	79,496.00	6,055,477.00	6,100,282.00	6,151,482.00	18,307,241.00
Locally Defined	0.00	245,620.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	33,605.00	33,605.00	33,605.00	100,815.00
Special Education	104,841.00	101,593.00	107,268.00	107,268.00	107,268.00	321,804.00
Supplemental and Concentration	0.00	136,587.00	611,185.00	617,996.00	624,965.00	1,854,146.00
Title I	8,000.00	0.00	26,171.00	26,171.00	26,171.00	78,513.00
Title II	0.00	0.00	19,075.00	19,075.00	19,075.00	57,225.00
Title III	3,769.00	0.00	500.00	5,500.00	5,000.00	11,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	734,251.00	586,489.00	6,868,469.00	6,925,085.00	6,982,754.00	20,776,308.00
	734,251.00	586,489.00	6,868,469.00	6,925,085.00	6,982,754.00	20,776,308.00

* Totals based on expenditure amounts in goal and annual update sections.

	Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	734,251.00	586,489.00	6,868,469.00	6,925,085.00	6,982,754.00	20,776,308.00
		15,000.00	23,193.00	15,188.00	15,188.00	15,188.00	45,564.00
	LCFF	602,641.00	79,496.00	6,055,477.00	6,100,282.00	6,151,482.00	18,307,241.00
	Locally Defined	0.00	245,620.00	0.00	0.00	0.00	0.00
	Lottery	0.00	0.00	33,605.00	33,605.00	33,605.00	100,815.00
	Special Education	104,841.00	101,593.00	107,268.00	107,268.00	107,268.00	321,804.00
	Supplemental and Concentration	0.00	136,587.00	611,185.00	617,996.00	624,965.00	1,854,146.00
	Title I	8,000.00	0.00	26,171.00	26,171.00	26,171.00	78,513.00
	Title II	0.00	0.00	19,075.00	19,075.00	19,075.00	57,225.00
	Title III	3,769.00	0.00	500.00	5,500.00	5,000.00	11,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	6,536,914.00	6,691,113.00	6,749,282.00	19,977,309.00
Goal 2	136,188.00	38,605.00	38,605.00	213,398.00
Goal 3	174,679.00	174,679.00	174,679.00	524,037.00
Goal 4	20,688.00	20,688.00	20,188.00	61,564.00

* Totals based on expenditure amounts in goal and annual update sections.