

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

Introduction:

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LCAP Year: 2015-2018

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

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

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

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

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

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

GOALS AND OBJECTIVES

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

- Develop and implement uniform monitoring system for student performance
- Implement State Assessments
- Extend learning time to support students and enhance learning.

Priority Two:

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

Priority Three:

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

Priority Four:

<ul style="list-style-type: none"> • Transition from standards based to common core <p><u>GOAL II - HUMAN RESOURCES:</u> All staff is valued and respected by providing and ensuring opportunities to attract, support, and retain exemplary staff.</p> <ul style="list-style-type: none"> • Organizational Chart • Evaluation plan consistent with the employee contracts • Develop a plan to ensure health and welfare services are secured <p><u>GOAL III – SAFE LEARNING ENVIORNMENT:</u> Provide a safe and secure learning environment.</p> <ul style="list-style-type: none"> • Build safety parameters around the school • Develop a school safety plan • Develop a safety parent handbook <p><u>GOAL IV - COMMUNICATION:</u> Support open and honest communication to build a partnership with parents and the community and to promote participation.</p> <ul style="list-style-type: none"> • Expanding communication process • Develop outreach plan (partnerships) • Maintaining and updating the school website <p><u>GOAL V – FISCAL ACCOUNTABILITY:</u> To ensure and maintain fiscal responsibility and financial accountability.</p> <ul style="list-style-type: none"> • Seek and builds new revenue sources (ensure goal is met) <p>This year as we embarked in the development of the LCFF budget and its accompanying plan, the LCAP, we continued to use the above documents to guide and inform our work.</p>	<ul style="list-style-type: none"> • 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 • Study trips including trips to local colleges and universities • Provide multiple math pathways for students • Maintain implementation of the SST Process • Summer Intervention Program <p>Priority Five:</p> <ul style="list-style-type: none"> • After-school clubs including sports • Student recognition program for academics and attendance • Continue elementary and middle school ASB programs • PLAYWORKS TEAMUP during recess • Continue attendance team to monitor student attendance including foster youth • Connect with local community and business and create partnerships <p>Priority Six:</p> <ul style="list-style-type: none"> • Increase school spirit days
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<p>Our goal was to insure to build upon our work and maximize all our resources.</p> <p>Stakeholder groups were engaged in the development of the state's Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) throughout the 2014-2015 school years. Stakeholders included parents, governing parent committees – School Site Council (SSC), English Learner Advisory Committee (ELAC), students, Parent Advisory Committee (PAC), certificated and classified staff, local bargaining units, and County Office of Education. Stakeholders were asked to provide input on how Orchard could continue to address the eight state priority areas to help ensure that all Orchard students are college and career ready.</p> <p>The following is a summary of our stakeholder meetings; agendas and minutes were maintained.</p> <p>August to October 2014:</p> <ul style="list-style-type: none"> • TK-8 Staff Development Day 8/19/14 • School Site Council and English Learner Advisory Committee (SSC/ELAC) 8/28/14, 9/25/14 • Parent Advisory Committee (PCA) Meeting 10/9/14 <p>November 2014 to January 2015:</p> <ul style="list-style-type: none"> • LCAP – Data Cycle 1 Board Presentation 11/13/14 • TK-8 teacher meetings 11/19/15 • LCAP – Academic Interventions Board Presentation 1/20/15 • School Site Council and English Learner Advisory Committee (SSC/ELAC) 1/29/15 <p>February 2015 to March 2015:</p>	<ul style="list-style-type: none"> • Host school-wide beautification events • Implement school-wide safety and discipline plan, including incentives • Project Cornerstone <p>Priority Seven:</p> <ul style="list-style-type: none"> • Integration of “Access for All” instructional strategies in order to support English language learners • Professional development for staff on how to integrate project based learning and technology • Use of Writer's Workshop to conduct research projects and increase range of writing • Integration of technology resources • Increase middle school electives • Accelerated math pathway in grades 6-8 <p>Priority Eight:</p> <ul style="list-style-type: none"> • Continue to provide Counseling Services
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<ul style="list-style-type: none"> • Parent Advisory Committee (PCA) 2/12/15 • LCAP Board Presentation 2/24/15 • Classified Staff meeting/Stakeholder Survey 3/18/15 • TK – 8 Staff meeting/Stakeholder Survey 3/18/15 • School Site Council and English Learner Advisory Committee (SSC/ELAC) 3/19/15 • LCAP – Data cycle 2 Board Presentation 3/24/15 • TK-8 Staff Meeting 3/25/15 <p>April 2015 to June 2015:</p> <ul style="list-style-type: none"> • Local Bargaining Unit 4/1/15, 5/6/15, 6/3/15 • LCAP – English Learner Board Presentation 4/21/15 • County Technical Support Meeting 4/23/15, 5/20/15 • School Site Council and English Learner Advisory Committee (SSC/ELAC) 4/30/15 • LCAP Draft Board Presentation 5/19/15 • Student Survey 6/8/15 • Public Hearing 6/16/15 • Orchard School District Board meeting to approve LCAP 6/18/15 	
<p>Annual Update:</p> <p>Orchard School District developed a timeline and structures to engage our stakeholders in meaningful input and feedback in the implementation of this years LCAP and the annual update and revision of the 2015/16 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 2015/16.</p>	<p>Annual Update:</p> <p>After careful review and analysis of the 2014/15 LCAP, its implementation and input from our parents, students, staff, and other stakeholders we are continuing the actions and services we started this year. We have also decided to revise and/or add the following:</p> <ul style="list-style-type: none"> -Combine our goals from seven to four. -Contract with PLAYWORKS TEAMUP to transform and maintain a positive recess culture. -Contract with PIQE to meaningfully engage our English learner parents in their child’s education

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal.

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and

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

Related State and/or Local Priorities: Identify the state and /or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data, used to identify the need(s).

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

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

GOAL:	1. All students will reach high standards, attaining proficiency or better in reading and math.		Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5_X_ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify <u>District Goals 1-5</u>												
Identified Need :	Needs: 1) As per the 2013 API and AYP some students suffer from an educational achievement and opportunity gap, including English Learners, low-income pupils, and foster youth.														
	<table border="1"> <thead> <tr> <th></th> <th>API</th> <th>AYP</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>885</td> <td>ELA: 70.9% and Math: 74.5%</td> </tr> <tr> <td>English Learners</td> <td>769</td> <td>ELA: 46.6% and Math: 55.3%</td> </tr> <tr> <td>Low-income</td> <td></td> <td>ELA: 49.7% and Math: 52.2%</td> </tr> </tbody> </table>				API	AYP	Asian	885	ELA: 70.9% and Math: 74.5%	English Learners	769	ELA: 46.6% and Math: 55.3%	Low-income		ELA: 49.7% and Math: 52.2%
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English Learners	769	ELA: 46.6% and Math: 55.3%													
Low-income		ELA: 49.7% and Math: 52.2%													
2) As measured by our attendance rates there is a need to improve student attendance. At this time the current attendance is 96.8%															
Goal Applies to:	Schools:	All													
	Applicable Pupil Subgroups:	All Pupils													
LCAP Year 1: 2015-16															
Expected Annual Measurable Outcomes:	Increase student achievement as measured by local assessments and CAASP. Increase student attendance rates. Using local assessments 60 % of our students meeting proficiency in reading and 65% meeting proficiency in math. Increase student attendance by 1%. Reevaluate goal once we have CAASPP data.														

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Recruit, hire, and retain highly qualified teachers and other staff, who to the extent possible are bilingual, as measured by assignments and credentials. -Special Education Instructional Aide (.75 FTE) -Teachers (5.40 FTE) -Psychologist (.19 FTE) -Yard Supervisor (.1875 FTE)	LEA-wide	<input checked="" type="checkbox"/> _X_ALL	1. LCFF- Fund 010, object 1003: \$551,914
		OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Sp. Ed.-Fund 080, object 2100: \$40.122
2. Continue the BTSA Program and support for new teachers. -BTSA Coaches -Release Time/Substitutes	LEA-wide	<input type="checkbox"/> _X_ALL	2. One Time State Funds Unrestricted- Fund 010, Object 1000/3000 : \$14,000
		OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
3. Continue the instructional coach position to support the implementation of the CORE curriculum including ELD and student interventions.	LEA-wide	<input type="checkbox"/> _ALL	3. LCFF- Fund 010, Object 1900: \$100,192
		OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input checked="" type="checkbox"/> _X_Resignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
4. Continue the counselor position to provide	LEA-wide	<input type="checkbox"/> _ALL	4. Title III-

counseling services for students improving student engagement as measured by attendance rates. Provide student support with social and emotional wellbeing and attendance.		OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesigned fluent English proficient __X_Other Subgroups:(Specify) <u>Special Education</u>	Fund 060, Object 1200: \$17,948 Sp. Ed.- Fund 080, Object 1200: \$18,185
5.Provide full day kindergarten. Provide students with extended day support on state standards.	LEA-wide	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5. LCFF- Fund 010, Object 1100: \$547,935.00
6. Develop and implement a Response to Intervention (RTI) program within the school day Provide students with extended day support on state standards and social emotional wellbeing.	LEA-wide	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	6. Duties are part of the Instructional Coach. See Goal 1.3
7.Provide extended school day and year programs that focus on tutorials, and extended/accelerated time in ELA, ELD, and/or math.		__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	7.Title I-Fund 060, Object 1100: \$21,309
8.Implement Writer's Workshop to conduct research projects and increase range of writing. -Professional Development		__X_ALL	8.Title II- Fund 060, Object 5200:

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000
9.Increase access to technology, including blended learning for students who need extra help or who need acceleration.		<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	9. As outlined in Goal 3.4
10.Provide students' access to Accelerated Reader and JiJi Math for school and engage and support parents with home use. -Accelerated Reader and Jiji Math site licenses.		<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	10.Title I- Fund 060, object 5846: \$10,655
11.Provide multiple math pathways for middle school students as measured by student enrollment, including English learners, low-income students and foster youth students.		<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	11. Duties are part of the administrator
12.Increase elective course options for middle		<input type="checkbox"/> _ALL	12.LCFF

school students and a zero period for Band for students in 5 th grade. -.20 FTE Music Teacher		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) <u>5th grade students</u>	Fund 010, object 1100: \$18,571
13.Modernize school bathrooms for safety and cleanliness.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	13. Capital Facilities- Fund 250: \$311,000
14.Add two portables to school facilities for increased middle school enrollment and class size.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	14. Capital Facilities- Fund 250: \$800,000
15.Provide students with 2 nd Chance Breakfast to ensure adequate nutrition during school hours.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	15. Cafeteria Fund 130: \$66,741
16.Continue to contract for nurse services for hearing and vision exams for students.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	16. LCFF- Fund 010, Object 5830: \$6,090
17.Develop and implement a systematic identification process of truant students and referral to the Student Attendance Board (SARB). -Counselor will facilitate Attendance Committee.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	17. Duties are part of the Counselor. See Goal 1.4

18. Implement a student recognition program for attendance and achievement. -Purchase incentive supplies.		__ALL OR: __X_Low Income pupils __English Learners __X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	18. Title I- Fund 060, Object 4300: \$342
19. Implement a recess program for a positive, healthy school and recess culture, and reduce discipline problems as measured by suspension rates.		__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	19.LCFF- Fund 010, Object 5830: \$16,000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase student achievement as measured by local assessments and CAASP. Increase student attendance rates. Using local assessments 65 % of our students meeting proficiency in reading and 70% meeting proficiency in math. Increase student attendance by 1%. Reevaluate goal once we have CAASPP data.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Recruit, hire, and retain highly qualified teachers and other staff, who to the extent possible are bilingual, as measured by assignments and credentials. -Special Education Instructional Aide (.75 FTE) -Teachers (5.40 FTE) -Psychologist (.19 FTE) -Yard Supervisor (.1875 FTE)	LEA-wide	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1. LCFF- Fund 010, object 1003: \$551,914 Sp. Ed.-Fund 080, object 2100: \$40.122
2. Continue the BTSA Program and support for	LEA-wide	__X_ALL	2. One Time

new teachers. -BTSA Coaches -Release Time/Substitutes		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	State Funds Unrestricted- Fund 010, Object 1000/3000 : \$14,000
3.Continue the instructional coach position to support the implementation of the CORE curriculum including ELD and student interventions.	LEA-wide	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3.LCFF- Fund 010, Object 1900: \$100,192
4.Continue the counselor position to provide counseling services for students improving student engagement as measured by attendance rates. Provide student support with social and emotional wellbeing and attendance.	LEA-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) <u>Special Education</u>	4. Title III- Fund 060, Object 1200: \$17,948 Sp. Ed.- Fund 080, Object 1200: \$18,185
5.Provide full day kindergarten. Provide students with extended day support on state standards.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5. LCFF- Fund 010, Object 1100: \$547,935.00
6. Develop and implement a Response to Intervention (RTI) program within the school day Provide students with extended day support on state standards and social emotional wellbeing.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	6. Duties are part of the Instructional Coach. See Goal 1.3

7. Provide extended school day and year programs that focus on tutorials, and extended/accelerated time in ELA, ELD, and/or math.		<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	7. Title I-Fund 060, Object 1100: \$21,309
8. Implement Writer's Workshop to conduct research projects and increase range of writing. -Professional Development		<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	8. Title II-Fund 060, Object 5200: \$3,000
9. Increase access to technology, including blended learning for students who need extra help or who need acceleration.		<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	9. As outlined in Goal 3.4
10. Provide students' access to Accelerated Reader and JiJi Math for school and engage and support parents with home use.		<input checked="" type="checkbox"/> _X_ALL	10. Title I-Fund 060, object 5846:

-Accelerated Reader and Jiji Math site licenses.		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$10,655
11.Provide multiple math pathways for middle school students as measured by student enrollment, including English learners, low-income students and foster youth students.		_X_ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	11. Duties are part of the administrator
12.Increase elective course options for middle school students and a zero period for Band for students in 5 th grade. -.20 FTE Music Teacher		__ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient _X_Other Subgroups:(Specify) <u>5th grade students</u>	12.LCFF Fund 010, object 1100: \$18,571
13.Modernize school bathrooms for safety and cleanliness.		_X_ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	13. Capital Facilities-Fund 250: \$311,000
14.Add two portables to school facilities for increased middle school enrollment and class size.		_X_ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	14. Capital Facilities-Fund 250: \$800,000
15.Provide students with 2 nd Chance Breakfast		_X_ALL	15. Cafeteria

to ensure adequate nutrition during school hours.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Fund 130: \$66,741
16.Continue to contract for nurse services for hearing and vision exams for students.		__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	16. LCFF- Fund 010, Object 5830: \$6,090
17.Develop and implement a systematic identification process of truant students and referral to the Student Attendance Board (SARB). -Counselor will facilitate Attendance Committee.		__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	17. Duties are part of the Counselor. See Goal 1.4
18.Implement a student recognition program for attendance and achievement. -Purchase incentive supplies.		__ALL OR: __X__Low Income pupils __English Learners __X__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	18. Title I- Fund 060, Object 4300: \$342
19.Implement a recess program for a positive, healthy school and recess culture, and reduce discipline problems as measured by suspension rates.		__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	19.LCFF- Fund 010, Object 5830: \$16,000
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increase student achievement as measured by local assessments and CAASP. Increase student attendance rates. Using local assessments 70 % of our students meeting proficiency in reading and 75% meeting proficiency in math. Increase student attendance by 1%. Reevaluate goal once we have CAASPP data.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Recruit, hire, and retain highly qualified teachers and other staff, who to the extent possible are bilingual, as measured by assignments and credentials. -Special Education Instructional Aide (.75 FTE) -Teachers (5.40 FTE) -Psychologist (.19 FTE) -Yard Supervisor (.1875 FTE)	LEA-wide	<input checked="" type="checkbox"/> _X_ALL	1. LCFF- Fund 010, object 1003: \$551,914 Sp. Ed.-Fund 080, object 2100: \$40.122
		OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
2. Continue the BTSA Program and support for new teachers. -BTSA Coaches -Release Time/Substitutes	LEA-wide	<input type="checkbox"/> _X_ALL	2. One Time State Funds Unrestricted- Fund 010, Object 1000/3000 : \$14,000
		OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
3. Continue the instructional coach position to support the implementation of the CORE curriculum including ELD and student interventions.	LEA-wide	<input type="checkbox"/> _ALL	3. LCFF- Fund 010, Object 1900: \$100,192
		OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input checked="" type="checkbox"/> _X_Resignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
4. Continue the counselor position to provide	LEA-wide	<input type="checkbox"/> _ALL	4. Title III-

counseling services for students improving student engagement as measured by attendance rates. Provide student support with social and emotional wellbeing and attendance.		OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesigned fluent English proficient __X_Other Subgroups:(Specify) <u>Special Education</u>	Fund 060, Object 1200: \$17,948 Sp. Ed.- Fund 080, Object 1200: \$18,185
5.Provide full day kindergarten. Provide students with extended day support on state standards.	LEA-wide	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5. LCFF- Fund 010, Object 1100: \$547,935.00
6. Develop and implement a Response to Intervention (RTI) program within the school day Provide students with extended day support on state standards and social emotional wellbeing.	LEA-wide	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	6. Duties are part of the Instructional Coach. See Goal 1.3
7.Provide extended school day and year programs that focus on tutorials, and extended/accelerated time in ELA, ELD, and/or math.		__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	7.Title I-Fund 060, Object 1100: \$21,309
8.Implement Writer's Workshop to conduct research projects and increase range of writing. -Professional Development		__X_ALL	8.Title II- Fund 060, Object 5200:

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$3,000
9.Increase access to technology, including blended learning for students who need extra help or who need acceleration.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	9. As outlined in Goal 3.4
10.Provide students' access to Accelerated Reader and JiJi Math for school and engage and support parents with home use. -Accelerated Reader and Jiji Math site licenses.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	10.Title I-Fund 060, object 5846: \$10,655
11.Provide multiple math pathways for middle school students as measured by student enrollment, including English learners, low-income students and foster youth students.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	11. Duties are part of the administrator
12.Increase elective course options for middle		__ALL	12.LCFF

school students and a zero period for Band for students in 5 th grade. -.20 FTE Music Teacher		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) <u>5th grade students</u>	Fund 010, object 1100: \$18,571
13.Modernize school bathrooms for safety and cleanliness.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	13. Capital Facilities- Fund 250: \$311,000
14.Add two portables to school facilities for increased middle school enrollment and class size.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	14. Capital Facilities- Fund 250: \$800,000
15.Provide students with 2 nd Chance Breakfast to ensure adequate nutrition during school hours.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	15. Cafeteria Fund 130: \$66,741
16.Continue to contract for nurse services for hearing and vision exams for students.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	16. LCFF- Fund 010, Object 5830: \$6,090
17.Develop and implement a systematic identification process of truant students and referral to the Student Attendance Board (SARB). -Counselor will facilitate Attendance Committee.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	17. Duties are part of the Counselor. See Goal 1.4

18. Implement a student recognition program for attendance and achievement. -Purchase incentive supplies.		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	18. Title I- Fund 060, Object 4300: \$342
19. Implement a recess program for a positive, healthy school and recess culture, and reduce discipline problems as measured by suspension rates.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	19.LCFF- Fund 010, Object 5830: \$16,000

GOAL:	2) English Learners will become proficient in English and attain proficiency in all subject areas			Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify <u>District Goals 1-5</u>	
Identified Need :	Need: As per the Title III 2014 results there is a need to increase the % of English Language Learners (ELLs) meeting AMAO II in the 5 years or less cohort. There is also a need to continue to increase the reclassification rates of ELLs students. Current data indicates and 14.9% of ELLs with less than five years attained English proficiency.				
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	English Learners			
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:	75% of ELLs will meet AMAO I, 65% will meet AMAO II and 25.5% of ELs in the 5 years or less cohort will meet AMAO II.				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
1.When possible hire highly qualified bilingual staff			__ALL		1. As

as measured by teacher credentials.		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	outlined in Goal 1.1
2.Purchase standards aligned supplementary instructional materials and supplies, including primary language materials that can be also be used at home with parents.		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2.Title III- Fund 060, Object 4300: \$1,588
3.Implement a designated ELD block of time.		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3. As per daily schedule.
4.Purchase instructional materials for professional development in the ELD/ELA curriculum guide, the ELD standards, and equity.		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4.Title I-Fund 060, Object 5200: \$9,346 Title II-Fund 060, Object 4300: \$1,560
5.Provide coaching to support teachers in differentiation and effective EL strategies. Including the integration of “Access for ALL” instructional strategies in order to facilitate student communication and collaboration into classroom lessons and access to all required areas of study.		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____ OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5. Duties are part of the Instructional Coach. See Goal 1.3
6.Engage in on-going analysis of student data to		__ALL	7. Duties are

ensure English learners are making academic progress in content standards and ELD and share results with parents.			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesigned fluent English proficient __Other Subgroups:(Specify)_____	part of the Instructional Coach. See Goal 1.3
7. Monitor reclassification rates and provide ongoing monitoring and support for R-FEP students.			__ALL	8. Duties are part of the Instructional Coach. See Goal 1.3
			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesigned fluent English proficient __Other Subgroups:(Specify)_____	
			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesigned fluent English proficient __Other Subgroups:(Specify)_____	
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	78% of ELLs will meet AMAO I, 68% will meet AMAO II and 30% of ELs in the 5 years or less cohort will meet AMAO II.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. When possible hire highly qualified bilingual staff as measured by teacher credentials.			__ALL	1. As outlined in Goal 1.1
			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesigned fluent English proficient __Other Subgroups:(Specify)_____	
2. Purchase standards aligned supplementary instructional materials and supplies, including primary language materials that can be also be used at home with parents.			__ALL	2. Title III- Fund 060, Object 4300: \$1,588
			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesigned fluent English proficient __Other Subgroups:(Specify)_____	
3. Implement a designated ELD block of time.			__ALL	3. As per

		OR: <input type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	daily schedule.
4.Purchase instructional materials for professional development in the ELD/ELA curriculum guide, the ELD standards, and equity.		<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	4.Title I-Fund 060, Object 5200: \$9,346 Title II-Fund 060, Object 4300: \$1,560
5.Provide coaching to support teachers in differentiation and effective EL strategies. Including the integration of “Access for ALL” instructional strategies in order to facilitate student communication and collaboration into classroom lessons and access to all required areas of study.		<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____ OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	5. Duties are part of the Instructional Coach. See Goal 1.3
6.Engage in on-going analysis of student data to ensure English learners are making academic progress in content standards and ELD and share results with parents.		<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	7. Duties are part of the Instructional Coach. See Goal 1.3
7.Monitor reclassification rates and provide ongoing monitoring and support for R-FEP students.		<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	8. Duties are part of the Instructional Coach. See Goal 1.3

OR:
☐_X_Low Income pupils ☐_X_English Learners
☐_X_Foster Youth ☐_X_R redesignated fluent English proficient
☐_Other Subgroups:(Specify)_____

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	80% of ELLs will meet AMAO I, 70% will meet AMAO II and 32% of ELs in the 5 years or less cohort will meet AMAO II.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.When possible hire highly qualified bilingual staff as measured by teacher credentials.		<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_R redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	1. As outlined in Goal 1.1
2.Purchase standards aligned supplementary instructional materials and supplies, including primary language materials that can be also be used at home with parents.		<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_R redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	2.Title III- Fund 060, Object 4300: \$1,588
3.Implement a designated ELD block of time.		<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_R redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	3. As per daily schedule.
4.Purchase instructional materials for professional		<input type="checkbox"/> _ALL	4.Title I-Fund

development in the ELD/ELA curriculum guide, the ELD standards, and equity.		OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_R redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	060, Object 5200: \$9,346 Title II-Fund 060, Object 4300: \$1,560
5.Provide coaching to support teachers in differentiation and effective EL strategies. Including the integration of “Access for ALL” instructional strategies in order to facilitate student communication and collaboration into classroom lessons and access to all required areas of study.		<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_R redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	5. Duties are part of the Instructional Coach. See Goal 1.3
		OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_R redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
6.Engage in on-going analysis of student data to ensure English learners are making academic progress in content standards and ELD and share results with parents.		<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_R redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	7. Duties are part of the Instructional Coach. See Goal 1.3
7.Monitor reclassification rates and provide ongoing monitoring and support for R-FEP students.		<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_R redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	8. Duties are part of the Instructional Coach. See Goal 1.3
		OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_R redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	

GOAL:	3) Align instruction and assessments to the California Common Core State (CCSS) and English Language Development Standards (ELD).			Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify <u>District Goals 1-5</u>
Identified Need :	Need: As we transition to the adopted state standards and the new assessment system there is a need to provide professional development (PD) to the OSD staff and purchase standards aligned instructional materials and textbooks in order to implement the CCSS, ELD standards, Next Generation Science Standards, and the California Assessment for Student Proficiency and Progress (CAASPP).			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	As measured by sign-in sheets and surveys 70% of teachers will receive PD and Support in the CCSS/ELD/NGSS/CAASPP.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1. Provide professional development for the staff		_X_ALL	1.LCFF-	

<p>on:</p> <ul style="list-style-type: none"> - The CCSS, ELD, and NGSS standards -CAASPP and the Smarter Balance Assessments -Formative Assessments -Writers Workshop -EngageNY Math -Access for ALL -Technology -Professional Learning Communities (PLC) -Interventions 	<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Fund 010, Object 5200: \$8,000 One Time State Funds Unrestricted- Fund 010, Object 5200: \$2,000 Title II-fund 060, object 5200: \$8,000</p>
<p>2.Provide extended/release time for planning and collaboration.</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>2. One Time State Funds Unrestricted- Fund 010, Object 1100: \$5,698 Title II-Fund 060, Object 1100: \$2,279</p>
<p>3.As per the Williams Act, purchase CORE</p>	<p><input type="checkbox"/> ALL</p>	<p>3. LCFF-</p>

textbooks and/or additional instructional materials and supplies for the implementation of the standards.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Fund 010, Object 4300: \$22,400 One Time State Funds Unrestricted- Fund 010, Object 4300: \$8,017 LCFF-Fund 010, Object 4200: \$80,000
4.Purchase technology devices for instructional delivery and assessment.		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	4. LCFF- Fund 010, object 4400, 5846 and 5830: \$12,600, \$32,277 and \$1,200 One Time State Funds Unrestricted- Fund 010, Object 4400, 5830: \$124,425, \$8,000, and \$11,850
5. Develop and implement an assessment and		<input type="checkbox"/> ALL	5. Duties are

monitoring system that includes benchmarks and formative assessments to monitor student progress on state and local assessments.		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	part of the administrator and the Instructional Coach. See Goal 1.3
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	As measured by sign-in sheets and surveys 80% of teachers will receive PD and Support in the CCSS/ELD/NGSS/CAASPP.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide professional development for the staff on: - The CCSS, ELD, and NGSS standards -CAASPP and the Smarter Balance Assessments -Formative Assessments -Writers Workshop -EngageNY Math -Access for ALL -Technology -Professional Learning Communities (PLC) -Interventions		_X_ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	1.LCFF-Fund 010, Object 5200: \$8,000 One Time State Funds Unrestricted-Fund 010, Object 5200: \$2,000 Title II-fund 060, object 5200: \$8,000
2.Provide extended/release time for planning and		_ALL	2. One Time

collaboration.		<div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </div>	State Funds Unrestricted- Fund 010, Object 1100: \$5,698 Title II-Fund 060, Object 1100: \$2,279
3.As per the Williams Act, purchase CORE textbooks and/or additional instructional materials and supplies for the implementation of the standards.		<div>__ALL</div> <div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </div> </div>	3. LCFF- Fund 010, Object 4300: \$22,400 One Time State Funds Unrestricted- Fund 010, Object 4300: \$8,017
4.Purchase technology devices for instructional		__ALL	4. LCFF-

delivery and assessment.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Fund 010, object 4400, 5846 and 5830: \$12,600, \$32,277 and \$1,200 One Time State Funds Unrestricted- Fund 010, Object 4400, 5830: \$124,425, \$8,000, and \$11,850
5. Develop and implement an assessment and monitoring system that includes benchmarks and formative assessments to monitor student progress on state and local assessments.		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5. Duties are part of the administrator and the Instructional Coach. See Goal 1.3

LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	As measured by sign-in sheets and surveys 100% of teachers will receive PD and Support in the CCSS/ELD/NGSS/CAASPP.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1. Provide professional development for the staff		_X_ALL	1.LCFF-	

<p>on:</p> <ul style="list-style-type: none"> - The CCSS, ELD, and NGSS standards -CAASPP and the Smarter Balance Assessments -Formative Assessments -Writers Workshop -EngageNY Math -Access for ALL -Technology -Professional Learning Communities (PLC) -Interventions 	<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Fund 010, Object 5200: \$8,000 One Time State Funds Unrestricted- Fund 010, Object 5200: \$2,000 Title II-fund 060, object 5200: \$8,000</p>
<p>2.Provide extended/release time for planning and collaboration.</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>2. One Time State Funds Unrestricted- Fund 010, Object 1100: \$5,698 Title II-Fund 060, Object 1100: \$2,279</p>
<p>3.As per the Williams Act, purchase CORE</p>	<p><input type="checkbox"/> ALL</p>	<p>3. LCFF-</p>

textbooks and/or additional instructional materials and supplies for the implementation of the standards.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Fund 010, Object 4300: \$22,400 One Time State Funds Unrestricted- Fund 010, Object 4300: \$8,017 LCFF-Fund 010, Object 4200: \$80,000
4.Purchase technology devices for instructional delivery and assessment.		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	4. LCFF- Fund 010, object 4400, 5846 and 5830: \$12,600, \$32,277 and \$1,200 One Time State Funds Unrestricted- Fund 010, Object 4400, 5830: \$124,425, \$8,000, and \$11,850
5. Develop and implement an assessment and		<input type="checkbox"/> ALL	5. Duties are

monitoring system that includes benchmarks and formative assessments to monitor student progress on state and local assessments.

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

part of the administrator and the Instructional Coach. See Goal 1.3

GOAL:	4. Provide opportunities for parents to assist and support the educational process through decision making, training, and volunteer activities.		Related State and/or Local Priorities: 1__ 2__ 3_X_ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify <u>District Goals 1-5</u>	
Identified Need :	Need: Based on parent attendance there is a need to increase the percentage of parents who participate in school governance activities.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Increase the percent of parents participating in school activities by 5% as evidenced by sign-in sheets and surveys.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1.Develop effective communication structures and tools for sharing information and getting parent input in decision making at all levels.		<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	1. Duties are part of the OSD staff	
2.Inform parents of all school activities, including		<input type="checkbox"/> _X_ALL	2.Title I-Fund	

<p>student attendance, through a variety of means including phone calls, newsletters, flyers, and personal contacts. Make efforts to provide translations and interpretations for all parents.</p> <p>-Blackboard Connect Annual License</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>060, Object 5846: \$3,241</p>
<p>3.Ensure parents are well represented and trained for SSC, ELAC, and PTA.</p>		<p><input checked="" type="checkbox"/> X ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>4. Duties are part of the Administrator</p>
<p>4.Communicate student progress effectively and consistently.</p>		<p><input checked="" type="checkbox"/> X ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>5. Duties are part of the teachers</p>
<p>5.Provide Power School parent portal training so parents can monitor student progress and course schedule.</p>		<p><input checked="" type="checkbox"/> X ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>6. Duties are part of the Administrator</p>
<p>6.Provide PIQE workshop for parents. This nine-week program focuses on empowering and inspiring parents enable their children to improve their academic performance and develop healthy and constructive relationships with their parents and teachers.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> X Low Income pupils <input checked="" type="checkbox"/> X English Learners <input checked="" type="checkbox"/> X Foster Youth <input checked="" type="checkbox"/> X Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>7.LCFF- Fund 010, Object 5830: \$6,000</p>

7. Provide parent education classes to support family literacy and provide parenting skills to assist parents become active participants in the education of their children.		<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	8. Title I-Fund 060, Object 4300: \$935
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase the percent of parents participating in school activities by 5% as evidenced by sign-in sheets and surveys.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Develop effective communication structures and tools for sharing information and getting parent input in decision making at all levels.		<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	1. Duties are part of the OSD staff
2. Inform parents of all school activities, including student attendance, through a variety of means including phone calls, newsletters, flyers, and personal contacts. Make efforts to provide translations and interpretations for all parents. -Blackboard Connect Annual License		<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	2. Title I-Fund 060, Object 5846: \$3,241
3. Ensure parents are well represented and trained for SSC, ELAC, and PTA.		<input checked="" type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	4. Duties are part of the Administrator

4.Communicate student progress effectively and consistently.		<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	5. Duties are part of the teachers
5.Provide Power School parent portal training so parents can monitor student progress and course schedule.		<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	6. Duties are part of the Administrator
6.Provide PIQE workshop for parents. This nine-week program focuses on empowering and inspiring parents enable their children to improve their academic performance and develop healthy and constructive relationships with their parents and teachers.		<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _X_Low Income pupils <input checked="" type="checkbox"/> _X_English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	7.LCFF-Fund 010, Object 5830: \$6,000
7.Provide parent education classes to support family literacy and provide parenting skills to assist parents become active participants in the education of their children.		<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	8.Title I-Fund 060, Object 4300: \$935

LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Increase the percent of parents participating in school activities by 5% as evidenced by sign-in sheets and surveys.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1.Develop effective communication structures and		<input checked="" type="checkbox"/> _X_ALL	1. Duties are	

tools for sharing information and getting parent input in decision making at all levels.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	part of the OSD staff
2.Inform parents of all school activities, including student attendance, through a variety of means including phone calls, newsletters, flyers, and personal contacts. Make efforts to provide translations and interpretations for all parents. -Blackboard Connect Annual License		__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2.Title I-Fund 060, Object 5846: \$3,241
3.Ensure parents are well represented and trained for SSC, ELAC, and PTA.		__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4. Duties are part of the Administrator
4.Communicate student progress effectively and consistently.		__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5. Duties are part of the teachers
5.Provide Power School parent portal training so parents can monitor student progress and course schedule.		__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	6. Duties are part of the Administrator

6. Provide PIQE workshop for parents. This nine-week program focuses on empowering and inspiring parents enable their children to improve their academic performance and develop healthy and constructive relationships with their parents and teachers.		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	7.LCFF-Fund 010, Object 5830: \$6,000
7. Provide parent education classes to support family literacy and provide parenting skills to assist parents become active participants in the education of their children.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	8.Title I-Fund 060, Object 4300: \$935

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	1. All students will reach high standards, attaining proficiency or better in reading and math.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All Pupils		
Expected Annual Measurable Outcomes:	Increase student achievement as measured by local assessments. 60% of our students meeting proficiency in reading and math.		Actual Annual Measurable Outcomes:	As per our local assessments, the Developmental Reading Assessment (DRA) for grades TK-5 and the STAR Reading assessment for grades 6-8, 54% of the students in TK-8 met their grade-level benchmark. As per the grade-level end of year unit assessment 64% of the students in TK-8 met their grade-level benchmark.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

1a.Coaching in implementation of the state standards with a focus on English Learners, low income pupils, and foster youth.		CC-7405: \$5,000	1a.An instructional coach was hired for the 2014-2015 school year, coaching was provided.		CC-7405: \$1048 EIA-7090: \$1000
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> _X_ALL			<input type="checkbox"/> _X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1b.Develop and implement a Response to Intervention (RTI) program within the school day		(LCFF-001810: \$85,797) CC-7405: \$2,000	1b.Committee developed the behavioral section of the RTI Pyramid, including behavior expectations and interventions. The academic section of the pyramid will be further developed in the 2015-2016 school year.		(LCFF-001810: \$97,328) CC-7405: \$500 Title I-3010: \$2,690
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> _X_ALL			<input type="checkbox"/> _X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures

1c.After-school and/or before school program that focus on tutorials, and extended/accelerated time in ELA, ELD, and/or math		Title I-3010: \$8,000 EIA-7090: \$2,000	1c.Identified students participated in before/after-school intervention programs. The elementary and middle school programs focused on ELA and Math. Additionally, there was a newcomer ELD program.	Title I-3010: \$17,196 EIA-7090: \$8,968
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input type="checkbox"/> _X_ALL			<input type="checkbox"/> _X_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1d.Offer summer opportunities as additional support for identified students needing intervention in ELA, ELD, and/or math.		Title I: \$7,500 EIA: \$2,000	1d.Identified 7 th grade students will participate in the Elevate Math program over the summer of 2015.	EIA-7090: \$2,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input type="checkbox"/> _X_ALL			<input type="checkbox"/> _X_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
1e.Implementation of Writer's Workshop to conduct research projects and increase range of writing.		Title I-3010: \$983 CC-7405: \$4,956	1e.Writer's Workshop was implemented in grades TK – 5 th .	Title I-3010: \$983 CC-7405: \$6,000

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1f.Develop and implement an assessment and monitoring system.		CC-7405: \$4,000	1f.Assessment plan allowed for collection of data 3 times during the school year to monitor student progress in reading, writing, and math.		CC-7405: \$2,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1g.Increase access to technology, including blended learning for students who need extra help or who need acceleration.		Title I-3010: \$10,655	1g.Purchase of additional laptops for student use of instructional programs, such as Accelerated Reader and JiJi Math.		Title I-3010: \$10,868
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1h.Integration of technology will focus on effective methods for instructional delivery and ways to facilitate the use of assessments to monitor student progress.		(CC-7405: \$55,000)	1h. Four laptop carts and desktop computers were purchased.		(CC-7405: \$60,322)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> X_ALL			<input checked="" type="checkbox"/> X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		For the 2015-2016 school years, our goals are to expand the scope of instructional coaching cycles and fully develop the academic portion of the RTI pyramid. Furthermore, the assessment and monitoring system will be refined.			

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

Expected Annual Measurable Outcomes:	70% of ELs will meet AMAO I, 60% will meet AMAO II and 28% of ELs in the 5 years or less cohort will meet AMAO II.	Actual Annual Measurable Outcomes:	Current data indicates 75% of ELs met AMAO I. 62.5% of ELs with 5 or more years attained English proficiency and 14.9% with less than five years attained English proficiency.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2a. Purchase of supplementary instructional materials and supplies for the support of diverse learners, including English Learners and reclassified FEP, low income pupils, and foster youth	EIA-7090: \$4,000 CC-7405: \$5,000	2a.Purchased supplementary reading materials, additional ELD kits for added classrooms	CC-7405: \$16,673 Title III-4203: \$3,000
Scope of service:	LEA-wide	Scope of service:	LEA-wide
__ALL		__ALL	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2b.Staff Coaching and support in implementation of the standards with a focus on English Learners, low income, and foster youth.	EIA-7090: \$4,000 CC-7405: \$2,000	2b.Provided professional development on the ELD standards and coaching support for teachers.	EIA-7090: \$500 CC-7405: \$500
Scope of service:	LEA-wide	Scope of service:	LEA-wide
__ALL		__ALL	

OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_Redesigned fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _X_Redesigned fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
2c.Implementation of ELD block of time and coaching to support teachers in differentiation and effective EL strategies.		(LCFF-001810: \$85,797) CC-7405: \$2,000	2c.A school-wide schedule for a designated ELD block was developed. Coach met with each grade level to start ELD and supported throughout the year.		CC-7405: \$500 Title III-4203: \$2,266
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _Redesigned fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> _X_Low Income pupils <input type="checkbox"/> _X_English Learners <input type="checkbox"/> _X_Foster Youth <input type="checkbox"/> _Redesigned fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		
2d.Integration of A Look at Learning (A.L.L.) instructional strategies in order to facilitate student communication and collaboration in classroom lessons.		EIA-7090: \$1,868	2d.Staff participated in two full cycles of A Look at Learning (A.L.L.) focusing on content and language objectives, planned language production, and vocabulary development.		EIA-7090: \$1,623
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesigned fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesigned fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		

		Budgeted Expenditures			Estimated Actual Annual Expenditures
2e.Engage in on-going analysis of data to ensure English learners are making adequate progress in content standards and ELD.		EIA-7090: \$2,000 CC-7405: \$2,000	2e.As part of the A Look at Learning (A.L.L.) cycles, teachers analyzed the results of the work of their targeted EL students. Teachers then created a plan for further instruction.		EIA-7090: \$2,993 CC-7405: \$500
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: __X_Low Income pupils __X_English Learners __X_Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __X_Low Income pupils __X_English Learners __X_Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continuation of the instructional coaching cycles to support best practices for all students, including English Learners, low income pupils, and foster youth; provide support for the designated ELD block of time and integrated ELD instruction throughout the school day in all content areas; and refining the desegregation of student data for planning.			

Original GOAL from prior year LCAP:	3.Align instruction and assessments to the California Common Core State and ELD Standards			Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	All				
	Applicable Pupil Subgroups:	All Pupils, English Learners				
Expected Annual Measurable Outcomes:	CCSS/ELD/NGSS PD and Support -70% of teachers will be trained			Actual Annual Measurable Outcomes:	100% of teachers and administration received some training on the CCSS and the ELD standards. Three teachers and one administrator received NGSS training.	
LCAP Year: 2014-15						

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3a.Purchase of CORE textbooks and/or additional instructional materials and supplies for the implementation of the CCSS.	LCFF-001810: \$20,000 CC-7405: \$2000	3a.As needed CORE textbooks were purchased for new teachers.	LCFF-001810: \$34,000 CC-7405: \$2,000
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> X ALL		<input checked="" type="checkbox"/> X ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3b.Purchase of technology devices.	CC-7405: \$55,000	Four laptop carts and desktop computers were purchased.	CC-7405: \$60,322
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> X ALL		<input checked="" type="checkbox"/> X ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

3c.Benchmarks and progress monitoring assessments used to assess student proficiency of standards taught in all grades.		Title 1-3090: \$5,310 CC-7405: \$2000	3c. Contracted services for School City were purchased including, the Inspect Database for the creation of benchmark assessments to monitor student progress.		Title 1-3090: \$5,190 CC-7405: \$1,148
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u>_X_ALL</u>			<u>_X_ALL</u>		
OR: <u>_Low Income pupils</u> <u>_English Learners</u> <u>_Foster Youth</u> <u>_Redesignated fluent English proficient</u> <u>_Other Subgroups:(Specify)</u> _____			OR: <u>_Low Income pupils</u> <u>_English Learners</u> <u>_Foster Youth</u> <u>_Redesignated fluent English proficient</u> <u>_Other Subgroups:(Specify)</u> _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The professional development schedule focused more on the initial stages of the CCSS and the ELD standards and implementation. Next year we need to continue to develop our proficiency and understanding. We also need to seek additional opportunities for PD in the NGSS.			

Original GOAL from prior year LCAP:	4.Engage all students in a rigorous, standards-based curriculum in order to ensure access to educational opportunities			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	All				
	Applicable Pupil Subgroups:	All Pupils				
Expected Annual Measurable Outcomes:	-Provide technology support to engage and enrich students -Provide an accelerated math pathway for middle school students -Introduce counseling services to support student engagement and school connectedness			Actual Annual Measurable Outcomes:	Students in 6 th and 7 th grade who met the criteria were placed in an accelerated math pathway. Referred students received counseling as needed. All students had access to <i>Jiji</i> math and accelerated reader. Elementary students had access to <i>Raz Kids</i> .	
LCAP Year: 2014-15						

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4a. Provide study trips including trips to local colleges and universities to promote a college going culture	LCFF-001810: \$2,000	4a. All students had access to various study trips throughout the year. Middle school students in the AVID class visited a university.	LCFF-001810: \$0 (Fundraising Funds)
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u> </u> X ALL		<u> </u> X ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	
4b. Provide multiple pathways for Middle School students.	CC-7405: \$2,500	4b. Students in 6 th and 7 th grade who met the criteria were placed in an accelerated math pathway.	CC-7405: \$500
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u> </u> X ALL		<u> </u> X ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	
4c. Increase elective course options for Middle School students.	CC7405: \$2,500	4c. Several elective courses were added to middle school including coding, robotics, and media.	CC-7405: \$500
Scope of service:	LEA-wide	Scope of service:	LEA-wide

<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4d.Provide a before school Band period for students in 5 th – 8 th grade.		LCFF-001810: \$17,326	4d.Students in 5 th grade participated in a before school Band period.		LCFF-001810: \$15,931
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4e.Provide activities during lunch recess and establish after-school clubs including sports.		LCFF-001810: \$1,000	4e.Middle School students participated in after school sports. Playground equipment was purchased to be used during recess and lunch recess.		LCFF-001810: \$1,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> _X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4f.Host school-wide beautification events.		LCFF-001810: \$1,000	Expectations for the maintenance of school were emphasized. However, no school-wide events took place. A beautification event has been planned for August 15 th .		LCFF-001810: \$0

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> X_ALL			<input type="checkbox"/> X_ALL		
OR:			OR:		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Other Subgroups:(Specify)_____		
4g.Continue ASB programs and increase school spirit days.		\$0	4g.A yearlong ASB program for elementary and middle school was provided.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> X_ALL			<input type="checkbox"/> X_ALL		
OR:			OR:		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Other Subgroups:(Specify)_____		
4h.Connect with local community and business and create partnerships.		\$0	4h.Connections were made with the following local businesses for: staff development, a School-wide Science Fair, 5 th grade science camp, music program, robotics, and parent involvement. -RAFT -Project Cornerstone -Synopsis -Synaptic -ARM		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> X_ALL			<input type="checkbox"/> X_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4i.Provide counseling services to students.		(Title III-4203: \$17,207 Sp. Ed.- 042030: \$17,207)	4i.Referred students received counseling as needed.		(Title III-4203: \$17,207 Sp. Ed.- 042030: \$17,207)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__X_ALL			__X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4j.Integrate activities that promote social emotional growth.		CC-7405: \$2,500	4j.A school-wide behavior expectations matrix for TK-3 and 4-8 with lesson plans was developed. The lessons were taught school-wide.		CC-7405: \$500
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__X_ALL			__X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4k.Increase opportunities for students to participate in the decision-making process and have a voice in school climate issues.		\$0	4k.ASB committees were established for elementary and middle school. Committees met throughout the year and planned school-wide events. Committee members presented to the school Board.		\$0

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> X ALL			<input checked="" type="checkbox"/> X ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		For next year we want to continue to refine our school-wide discipline plan. We will be contracting with Playworks through the TeamUp model to support students during recess and provide yard supervisors the foundational skills and activities that will prepare students to enjoy recess and increase school engagement.			

Original GOAL from prior year LCAP:	5.Provide opportunities for parents to assist and support the educational process through decision making, training, and volunteer activities		Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All Pupils		
Expected Annual Measurable Outcomes:	Increase the percent of parents participating in school activities by 5%		Actual Annual Measurable Outcomes:	Based on parent sign-in, there was approximately 70% parent participation at school-wide or grade-level social events. At school governance events parent participation averaged around thirteen parents.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures

5a.Develop effective communication structures and tools for sharing information and getting input.		Title I-3010: \$767	5a.At SSC, ELAC, and PTA information was shared with the parents giving them opportunities for input. Information was also shared during school events and parent teacher conferences.		Title I-3010: \$767
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u> </u> X <u> </u> ALL			<u> </u> X <u> </u> ALL		
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		
5b.Inform parents of all school activities through a variety of means including phone calls, newsletters, flyers, and personal contacts.		LCFF-001810: \$3,477	5b.Parents were informed of school activities and functions through various means including phone calls and texts.		EIA-7090: \$3,477
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u> </u> X <u> </u> ALL			<u> </u> X <u> </u> ALL		
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		
5c.Make efforts to provide translations and interpretations for all parents.		Title I-3010: \$2,000	5c.Efforts were made to provide parents with translation services in their language during conferences. Some materials were translated into Spanish and Vietnamese.		Title I-3010: \$1,906
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u> </u> X <u> </u> ALL			<u> </u> X <u> </u> ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
5d.Ensure parents are well represented and trained for SSC, ELAC, and PTA parent groups		\$0	5d.Parents were recruited and invited throughout the year to participate in the governance committees. Those in attendance received training on the functions and roles and responsibilities of each committee.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
5e.Communicate student progress effectively and consistently.		\$0	5e.Parent and teacher conferences were held throughout the year.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
5f.Provide parent portal training.		CC-7405: \$500	5f.Parents received training at Back to School Night.		CC-7405: \$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
5g.Provide parent education classes to support family literacy and provide parenting skills to assist parents to become active participants in the education of their children.		CC-7405: \$2,500	5g.Parents participated in the “Los Dichos” family literacy program. First grade parents participated in a monthly “Loving Literacy” program.		CC-7405: \$500
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		For next year we need to increase the means and methods we communicate with parents. We plan to offer PIQE parent classes and continue with the “Los Dichos” family literacy program. We also need to improve our methods for monitoring parent attendance.			

Original GOAL from prior year LCAP:	6.Increase student daily attendance rate to 98%		Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All			
	Applicable Pupil Subgroups: All Pupils			
Expected Annual Measurable Outcomes:	Increase student daily attendance rate to 96%.	Actual Annual Measurable Outcomes:	At this time the daily attendance rate is 96.8%.	
LCAP Year: 2014-15				

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
6a.Develop and implement a systematic identification process of truant students with the creation and referral to the Student Attendance Review Board (SARB).	(Title III-4203: \$19,207 Sp. Ed.- 042030: \$19,207)	6a.An attendance committee was developed and monthly attendance meetings were held. Home visits and calls home were made for truant students. The committee continues to work on the referral to SARB.	(Title III-4203: \$17,207 Sp. Ed.- 042030: \$17,207)
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u> </u> X <u> </u> ALL		<u> </u> X <u> </u> ALL	
OR:		OR:	
<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
6b.Implement a student recognition program for academics and attendance.	Title III-4203: \$495	6b. A school-wide attendance incentive plan was implemented. Middle School students were eligible to receive honor roll honors. Additionally, students were able to get certificates for Accelerated Reader.	Title III-4203: \$195 Title I-3010: \$1,310
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u> </u> X <u> </u> ALL		<u> </u> X <u> </u> ALL	
OR:		OR:	
<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue the work started this year, the committee meetings, home visits and phone calls, and student incentive plan. Start regular on site parent attendance meetings and continue developing SARB referral procedures. Next year, the honor roll will be expanded to include 4 th and 5 th grades.
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Original GOAL from prior year LCAP:	7.All students will be taught by highly qualified teachers in a clean and secure facility.		Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All Pupils		
Expected Annual Measurable Outcomes:	100% of teachers will be highly qualified. OSD facilities plan includes: -Standardization of equipment in all classrooms -Building a fence and converting the school to a closed campus for safety and security -Modernize school cafeteria for student growth -Monitoring population growth and future construction needs		Actual Annual Measurable Outcomes:	100% of teachers were highly qualified. OSD installed a fence and converted the school to a closed campus and the school cafeteria was modernized. A facilities committee met during the year to discuss and plan for district needs.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

7a.Recruit, hire, and retain exemplary staff and provide access to professional growth opportunities.		\$0	7a.OSD participated in the SCCOE Teacher Recruitment Fair. New teachers participated in BTSA.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> X_ALL			<input checked="" type="checkbox"/> X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
7b.Hire four additional teachers to implement small class size for grades K – 3.		LCFF-001810: \$343,190	7b.Four new teachers were hired.		LCFF-001810: \$251,665
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> X_ALL			<input checked="" type="checkbox"/> X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
7c.Continue the BTSA program and provide support for new teachers.		LCFF-001810: \$31,646	7c.New teachers participated in the BTSA program and were provided a mentor.		LCFF-001810: \$18,300
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> X_ALL			<input checked="" type="checkbox"/> X_ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
7d.Provide professional development for the instructional staff in the following areas: 1.) The CCSS, including ELD and The CCSS, including ELD and Next Generation Science Standards 2.) Smarter Balanced Assessments 3.) Formative assessments and evaluation 4.) Data-driven professional learning communities 5.) The use of technology in the delivery of the core program 6.) Writer's Workshop 7.) A Look at Learning (A.L.L.) 8.) Project Based Learning		CC-7405: \$20,000 Title I-3010: \$7,668 Title II-4035: \$8,000 EIA-7090: \$2,000	7d. Teachers received various levels of professional development in the eight-targeted areas.		CC-7405: \$15,030 Title I-3010: \$0 Title II-4035: \$6,123 EIA-7090: \$1,900
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> X_ALL			<input type="checkbox"/> X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
7e.Provide release days for staff planning and collaboration of the state standards		Title II-4035: \$6,000 CCSS-7405: \$6,000	7e.Release days were provided.		Title II-4035: \$803 CC-7405: \$500
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> X_ALL			<input type="checkbox"/> X_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
7f.Continue with a dedicated weekly collaboration time within the workday.		\$0	7f. Staff was released early on Wednesdays for collaboration. All teachers participated in monthly PLC meetings.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

7g.Hire a coach to support the implementation of the core curriculum, including ELD and student interventions.		LCFF-001810: \$85,797	7g.An instructional coach was hired.		LCFF-001810: \$97,328
Scope of service:			Scope of service:		
_X_ALL			_X_ALL		
OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____			OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)_____		

7h.Hire a counselor to provide counseling services to students.		Title III-4203: \$17,207 Sp. Ed.- 042030: \$17,207	7h. A counselor was hired.		Title III-4203: \$17,207 Sp. Ed.- 042030: \$17,207
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> _X_ALL			<input checked="" type="checkbox"/> _X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
7i.Establish accountability guidelines for professional development and a systematic approach to ongoing professional development opportunities that include release time or afternoon, or weekend sessions.		\$0	7i.Professional development opportunities were offered, while accountability guidelines are being developed.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> _X_ALL			<input checked="" type="checkbox"/> _X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

7j.OSD's facilities plan includes: -Standardization of equipment in all classrooms -Building a fence and converting the school to a closed campus for safety and security -Modernize school cafeteria for student growth -Monitoring population growth and future construction needs		Bond Funds	7j.OSD installed a fence and converted the school to a closed campus and the school cafeteria was modernized. A facilities committee met during the year to discuss and plan for ongoing district needs.	Bond Funds
Scope of service:	LEA-wide		Scope of service:	LEA-wide
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			Continue with actions and services started this year. Hire teachers (1.4 FTE) and an Instructional Aide (.75 FTE). Add two portables and modernize student and staff bathrooms. Set aside funds for CCSS aligned textbook adoptions.	

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

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

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

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school wide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 975,080.00
<p>Beginning in 2015-16 Orchard School District will receive \$975,080.00 in Supplemental and Concentration Local Control Funding Formula Funds. OSD will use these funds with a focus on our English learners, low-income students and foster youth. Resources to support the implementation of the state standards include technology, textbooks, and instructional materials. OSD continues to use resources to attract and hire highly effective and fully credentialed teachers, including the following:</p> <ul style="list-style-type: none"> -4.0 FTE teachers have been hired to reduce class size to 24 students in grades TK-3rd -1.6 FTE teachers have been hired to support the middle school CORE and electives program -6.0 FTE teachers implement an extended day TK and kindergarten program -1.0 FTE instructional coach -4 FTE bilingual counselor -1.19 FTE bilingual psychologist <p>Professional development for our staff will also continue to be provided with a focus on the new state standards, including ELD and best practices that address the needs of our English learners, low-income students and foster youth students. The district will increase and improve the extended day interventions, as well as an extended summer program for students needing to gain English proficiency and/or extra support in ELA and/or math. While the majority of our students served will be our English learners, low-income students and foster youth students (69.77% of unduplicated count), all students will benefit from these services.</p>	

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

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

15.83	%	Services for English learners, foster youth and low-income students are estimated to increase by 15.83% based on the Minimal Proportionality percentage. English learners, foster youth and low-income students will receive services including an instructional coach to support teachers implement the ELA/ELD curriculum framework and strategies that support academic achievement and language development. Extended day and/or extended year interventions will be provided for students' not meeting grade level benchmarks. Students will also have access to a counselor to support school attendance as well as engagement and school connectedness.
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).