

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

Introduction:

LEA: Ducor Union Elementary School District

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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 schoolsite, 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 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The development of the 2015 LCAP is integrated with the development of the Annual Update described below. Beginning in October, the superintendent made regular status reports to all stakeholders in order to keep everyone informed of progress. Beginning in January, the status reports shifted to evaluation and development of the Annual Update, which then led to development of the new LCAP.</p>	<p><i>See below</i></p>
<p>Annual Update Involvement:</p> <p>Beginning January 2015, Ducor School has prepared and scheduled one meetings a month. Parents, school employees, students, certificated and classified union representatives and school board members were all invited to attend. The meetings began with 20-25 parent attendance. Continued attempts communicating with the all stakeholders were done prior to each schedule meeting. Phone messages, texting messages, school wide announcements as well as flyers sent home. By the third and fourth meetings, more parents did attend as well as staff employees. Food was shared with all attendees. Each meeting increased in parent and employee interest. Each meeting I explained the LCAP in English and Spanish. Every meeting we also discussed ideas to help support student in class. All members that attended were given an opportunity to discuss in small groups what they had learned. This allowed parent and employee time to talk about their thoughts and ideas. Each meeting completed one and one half hour.</p> <p>The goal for each meeting is to come to a consensus if the given goals to meet student improvement, second language learners improvement and parent/school communication improvement. Data was shared about student enrollment, attendance, suspension, expulsion, tardiness as well as perfect attendance. Data was shared with the members about our second language learners in each grade level. Using the CELDT test, the data showed how many students were taking the test, passing the test each year, reclassifying students each year as well as monitoring student success for two years. Data was discussed about how often parents and school official meet. This data was shown to be low in all areas of school support, parent involvement. After discussing the data, goals were identified. The parents suggested that they would like evening classes for parents to learn English. Another idea was to have</p>	<p>Impact on LCAP</p> <p>The impact on the LCAP has given parents, students and school employees to input their ideas and suggestions to help better their school. Parents have become more involved. The employees have also began to communicate with parents, sharing ideas, listening to suggestions and explaining any issues or taking in concerns that parents may have. The employees also get to make their own suggestions, aligning their ideas with the parents. The LCAP also is a guide for parents and employees to review and follow. The LCAP will become a qualitative data resource in which Ducor School officials can reflect on the history of the schools performance and to make adjustments and improvements for future expenditures for student and parent improvement.</p> <p>For future goals, the school and community members will continue to meet through official and unofficial meetings. ELAC/DELAC, Migrant, Student Site Counsel, Parent meeting and more. The parents are always welcome to visit the school as well as speak with the administrator on site at any time. School employees are also encouraged to speak to parents and students. Employees that do live in the surrounding town are encourage to continue to have an open communication with parents, encourage parents to be involve with school functions, volunteer time in their students classroom as well as visit the school to speak with teachers and administrators.</p> <p>Multiple changes were made to the LCAP for the 2015-16 school year based on input from stakeholders. The process greatly improved communication,</p>

monthly meetings to discuss parent concerns. And finally, to help second language learners, parents and school officials discussed more reading at home in English as well as more discussions in English.

Regular reports and updates were made to the school board, parents and staff. The LCAP was presented to parents, ELAC, the bargaining unit, students, and all other required stakeholders in order to assure full disclosure and participation. The draft was posted on the district website and in the district office.

strategic planning and vision for the students at Ducor. Parents in grades K-3 wanted more music and physical education for their students. Parents grades 4-8 wanted to have more instructional materials targeting ELD as well as music, arts and craft, cooking and after school sports. Technology was another concern for parents. Technology is the main source for student access to the worldwide internet service. Parents have now the access to the internet at home. Ducor School and Ducor Telephone Company partnered to help register parents and many other family members to purchase their own internet service. This collaboration has been a positive result stemming from the LCAP initiative to collaborate with parents. These changes are signs of student and parent involvement. This year will be an improvement for parents, students and school relationship to not only have success for the students but the success for parent collaboration with the school.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Funding Source Legend

<u>LCFF S/C</u>	<u>Local Control Funding Formula Supplemental and Concentration grant</u>

<p>GOAL:</p>	<p>Goal 1: California content and performance standard standards will be fully implemented in all classrooms to provide access to a rigorous broad course of study and maximum learning opportunities for all students schoolwide and all subgroups. Implementation of state standards will result in improved student academic performance. This will be accomplished through districtwide changes in conditions of learning, student and parent engagement strategies and schoolwide academic improvement strategies.</p>	<p>Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3__ 4__ 5__ 6__ 7 <u>x</u> 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p><i>Interviews and surveys confirm that, though the process of implementation of state standards has begun, the California content and performance standards, specifically Common Core State Standards in English Language Arts and Math (CCSS) are at the beginning stages of implementation at Ducor school. Teachers have completed initial training and have begun integrating CCSS literacy strategies in daily lesson plans monitored by the Superintendent/Principal. The new California English Language Development (ELD) standards are not yet being implemented. Teachers have had introductory training in these standards but review of lesson plans confirms that implementation, especially integrated ELD strategies is at the beginning level. Teacher turnover (4 of 9 teachers in 2013-14 and 4 of 9 teachers in 2014-15) creates a continuing need for both introductory training for new teachers and in-depth training for those who have completed Phase 1 training. Curriculum review and lesson plan review confirm gaps in the broad course of study with the need to improve implementation of science and history/social science standards. The LCAP planning committee determined that CCSS English Language Arts, Math, and ELD must be first priority.</i></p> <p><i>Ducor's school population is virtually 100% "unduplicated count" students at 100% low income and English learners. The school's weighted three-year average API score was 779 with an average of 44% of students proficient in English Language Arts and 46% proficient in Mathematics. In the latest report, Ducor met state expectations in Annual Measurable Academic Objective (AMAO) 1 percentage of English learners making progress toward learning English and AMAO 2 percentage of ELs Attaining the English Proficient Level on the CELDT but did not meet targets for English learners making state targets in the curriculum. The LCAP planning committee determined that achieving state targets for English learners is a critical need and therefore full implementation of CCSS ELA/ELD and Math must be the first priority and that multiple strategies must be deployed to intervene and support student achievement by engaging parents and students in school and accelerating training for teachers and parents.</i></p> <p>Metrics: To be used for evaluation: Teachers appropriately assigned; teachers credentialed in their subject area; all pupils schoolwide and by subgroup have access to standards-aligned instructional materials; number and percent of teachers effectively implementing CCSS Math standards; number and percent of teachers effectively implementing CCSS English Language Arts; number and percent of teachers effectively implementing the new ELD standards; Performance on standardized test schoolwide and subgroups; Performance on local assessments; API score schoolwide and subgroups; ELs that become English proficient; EL reclassification rate; % of ELs who make progress on CELDT or other; availability and access to the broad course of study as required in Ed Code 51210; School attendance rates schoolwide and subgroup; Chronic absenteeism rates schoolwide and subgroup</p>	
<p>Goal Applies to:</p>	<p>Schools: Ducor Elementary (a single-school district)</p>	

Applicable Pupil Subgroups:		All	
Goal 1: LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. The substantial (50%) implementation of the CCSS (from a baseline of less than 25%) will result in all students in grades K-8 showing progress in ELA and Mathematics as measured by local and state assessments. 2. Grade level resources for CCSS and ELD standards implementation, including textbooks and supplemental materials, will be reviewed, evaluated, and purchased as available and approved by the state Board of Education and local Board of Trustees. 3. Student performance on CAASPP digital library interim assessments increases 10% over baseline of 44% proficient in Language Arts and 46% proficient in Mathematics. 4. Baseline is established on state assessments and students achieve state expectations. 5. The current middle school dropout rate of zero middle school dropouts is maintained 6. Suspension and expulsion rates meet or exceed annual expectations set by the State Board of Education. Current suspension rate is: 0.02% ; current expulsion rate is 0.005%. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1: Provide support and training through Tulare County Office of Education (TCOE) for CCSS implementation.	districtwide	<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) <input type="checkbox"/> Hispanic	Professional development Budget \$6,600 Source LCFF S/C
#2: Provide support and training to align current textbooks and strategies with CCSS and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE	districtwide	<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) <input type="checkbox"/> Hispanic	professional development Budget \$6,600 Source LCFF S/C

<p>#3: Provide teachers and students with resource books to support implementation of state standards.</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>instructional materials Budget \$ 13,000 Source LCFF S/C</p>
<p>#4: Paraprofessionals assist in classrooms to provide extended learning for students</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>salaries and benefits Budget \$ 50,000 Source LCFF S/C</p>
<p>#5: Teachers develop and refine CCSS curriculum, lesson plans, and units during Professional Learning Community time</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>stipends and release time Budget \$ 6,600 Source LCFF S/C</p>
<p>#6: Provide Web base internet programs licenses will be purchased to help support learners.</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>software and licenses Budget \$1,600 Source LCFF S/C</p>
<p>#7: Provide Web base programs will monitor and assess students. Assessments will be used to measure student improvement and success</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>software and licenses Budget \$1,600 Source LCFF S/C</p>

<p>#8: Provide Web base program, Accelerated Reader Program will be used to assess student reading levels, comprehension scores</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>software and licenses Budget \$1,600 Source LCFF S/C</p>
<p>#9: Expand participation in county-wide student events by two events per year in order to provide showcase for student achievements and practice knowledge and skills learned in the classroom.</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>supplies Budget \$1,200 Source LCFF S/C</p>
<p>#10: Develop appropriate and sufficient technology infrastructure to accommodate standards-based curriculum and technology skills embedded in CCSS</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>computers and hardware Budget \$ 25,000 Source LCFF S/C</p>
<p># 11: Replace one bus to transport students to increase accessibility of school interventions</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>lease/purchase contract for bus Budget \$46,000 Source LCFF S/C</p>

Goal 1: LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

1. The substantial (75%) implementation of the CCSS (from a baseline of less than 25%) will result in all students in grades K-8 showing progress in ELA and Mathematics as measured by local and state assessments.
2. Grade level resources for CCSS and ELD standards implementation, including textbooks and supplemental materials, will be reviewed, evaluated, and purchased as available and approved by the state Board of Education and local Board of Trustees.
3. Student performance on CAASPP digital library interim assessments increases 10%
4. Student achievement on state assessments increase by five percentage points or State Board of Education target, whichever is greater.
5. Maintain middle school dropout rate of zero
6. Suspension and expulsion rates meet or exceed annual expectations set by the State Board of Education

Actions/Services		Pupils to be served within identified scope of service	Budgeted Expenditures
#1: Provide continuing support and training through TCOE for CCSS implementation	districtwide	<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) <u>Hispanic</u>	Professional development Budget \$6,600 Source LCFF S/C
#2: Provide support and training to align current textbooks and strategies with CCSS and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE	districtwide	<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) <u>Hispanic</u>	Professional development Budget \$6,600 Source LCFF S/C
#3: Provide teachers and students with resource books to support CCSS Curriculum.	districtwide	<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) <u>Hispanic</u>	instructional materials Budget \$ 13,000 Source LCFF S/C

<p>#4: Provide paraprofessionals assist in classrooms to provide extended learning for students</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>salaries and benefits Budget \$ 50000 Source LCFF S/C</p>
<p>#5: Teachers develop and refine CCSS curriculum, lesson plans, and units during Professional Learning Community time</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>stipends and release time Budget \$ 6,600 Source LCFF S/C</p>
<p>#6: Provide Web base internet programs licenses will be purchased to help support learners.</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>software and licenses Budget \$1,600 Source LCFF S/C</p>
<p>#7: Web base programs will monitor and assess students. Assessments will be used to measure student improvement and success</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>software and licenses Budget \$1,600 Source LCFF S/C</p>
<p>#8: Provide Web base program, Accelerated Reader Program will be used to assess student reading levels, comprehension scores</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>software and licenses Budget \$1,600 Source LCFF S/C</p>

<p>#9: Expand participation in county-wide student events by two events per year</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>supplies Budget \$1,200 Source LCFF S/C</p>
<p>#10: develop appropriate and sufficient technology infrastructure to accommodate standards-based curriculum and technology skills embedded in CCSS</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>computers and hardware Budget \$ 45,000 Source LCFF S/C</p>
<p># 11: replace one bus by lease purchase agreement and annual payments to transport students to increase attendance rate</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>lease/purchase contract for bus Budget each annual payment \$46,000 Source LCFF S/C</p>

Goal 1: LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

1. The full implementation of the CCSS will result in all students in grades K-8 showing progress in ELA and Mathematics as measured by local and state assessments.
2. Grade level resources for CCSS and ELD standards implementation, including textbooks and supplemental materials, will be reviewed, evaluated, and purchased as available and approved by the state Board of Education and local Board of Trustees.
3. Student performance on CAASPP digital library interim assessments increases 10%
4. Student achievement on state assessments increase by five percentage points or State Board of Education target, whichever is greater.
5. Maintain middle school dropout rate of zero
6. Suspension and expulsion rates meet or exceed annual expectations set by the State Board of Education

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1: Provide continuing support and training through TCOE for CCSS implementation	districtwide	<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) <input type="checkbox"/> Hispanic	Professional development Budget \$6,600 Source LCFF S/C
#2: Provide support and training to align current textbooks and strategies with CCSS and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE	districtwide	<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) <input type="checkbox"/> Hispanic	Professional development Budget \$6,600 Source LCFF S/C

<p>#3: Provide teachers and students with resource books to support CCSS Curriculum.</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>instructional materials Budget \$ 25,000 Source LCFF S/C</p>
<p>#4: Paraprofessionals assist in classrooms to provide extended learning for students</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>salaries and benefits Budget \$ 50,000 Source LCFF S/C</p>
<p>#5: Teachers develop and refine CCSS curriculum, lesson plans, and units during Professional Learning Community time</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>stipends and release time Budget \$ 6,600 Source LCFF S/C</p>
<p>#6: Continue to provide Web base internet programs licenses will be purchased to help support learners.</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>software and licenses Budget \$1,600 Source LCFF S/C</p>

<p>#7: Continue to provide Web base programs will monitor and assess students. Assessments will be used to measure student improvement and success</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>software and licenses Budget \$1,600 Source LCFF S/C</p>
<p>#8: Continue to provide Web base program, Accelerated Reader Program will be used to assess student reading levels, comprehension scores</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>software and licenses Budget \$1,600 Source LCFF S/C</p>
<p>#9: Continue to provide expand participation in county-wide student events by two events per year</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>supplies Budget \$1,200 Source LCFF S/C</p>
<p>#10: Continue to provide appropriate and sufficient technology infrastructure to accommodate standards-based curriculum and technology skills embedded in CCSS</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>equipment Budget \$ 45,000 Source LCFF S/C</p>

<p># 11: Make annual payment for lease/purchase of one bus to transport students to increase attendance rate</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>lease/purchase contract for bus Budget \$46,000 Source LCFF S/C</p>
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Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

<p>GOAL:</p>	<p>Goal 2: English Language Development standards and exemplary practices for teaching English learners will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all English learners.</p>	<p>Related State and/or Local Priorities: 1__x_ 2__x_ 3__ 4__x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p><i>Interviews and surveys confirm that, though the process of implementation of state standards has begun, the new California English Language Development (ELD) standards are not yet being implemented. Teachers have had introductory training in these standards but review of lesson plans confirms that implementation, especially integrated ELD strategies is at the beginning level. Teacher turnover (4 of 9 teachers in 2013-14 and 4 of 9 teachers in 2014-15) creates a continuing need for both introductory training for new teachers and in-depth training for those who have completed Phase 1 training. The LCAP planning committee determined that CCSS English Language Arts, Math, and ELD must be first priority.</i></p> <p><i>Ducor’s school population is virtually 100% “unduplicated count” students at 100% low income and English learners. The school’s weighted three-year average API score was 779 with an average of 44% of students proficient in English Language Arts and 46% proficient in Mathematics. In the latest report, Ducor met state expectations in Annual Measurable Academic Objective (AMAO) 1 percentage of English learners making progress toward learning English and AMAO 2 percentage of ELs Attaining the English Proficient Level on the CELDT but did not meet targets for English learners making state targets in the curriculum. The LCAP planning committee determined that achieving state targets for English learners is a critical need and therefore full implementation of CCSS ELA/ELD and Math must be the first priority and that multiple strategies must be deployed to intervene and support student achievement by engaging parents and students in school and accelerating training for teachers and parents.</i></p> <p>Metric: Teachers appropriately assigned; teachers credentialed in their subject area; all pupils schoolwide and by subgroup have access to standards-aligned instructional materials; number and percent of teachers effectively implementing the state ELD standards; English learner performance on standardized tests; English learner performance on local assessments; API score English learners; ELs that become English proficient; EL reclassification rate; % of ELs who make progress on CELDT or other; availability and access to the broad course of study by English learners as required in Ed Code 51210; School attendance rates of English learners; Chronic absenteeism rates of English learners</p>	
<p>Goal Applies to:</p>	<p>Schools: Ducor Elementary (a single-school district) Applicable Pupil Subgroups: English learners</p>	
<p>Goal 2: LCAP Year 1: 2015-16</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Designated and integrated ELD will be substantially implemented in at least 50% of classrooms as measured by weekly lesson plans and observation. 2. Increase grade level English/Spanish books in grade levels K-4 by 25% from current ratio of 5 books per student to 8 books per student. 	

	<p>3. Student performance on local benchmarks increases 10% over baseline.</p> <p>4. Reclassification rate will meet or exceed state expectations set by the state board of education. (current rate=36% in less than five years)</p> <p>5. Student performance in AMAO’s improves by 10% over baseline (AMAO 1 Baseline =59%; AMAO 2 baseline=62%; AMAO 3 baseline=44% in ELA and 46% in Math)</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
# 1:Provide continuing support and training through TCOE for ELD implementation	districtwide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>trainers' fees contract Budget \$4,000 Source LCFF S/C</p>
# 2: Provide support and training to deploy exemplary strategies for EL students and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE	districtwide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>trainers' fees contract Budget \$4,000 Source LCFF S/C</p>
# 3: Provide teachers and students with resource materials to provide access to curriculum for EL students.	districtwide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>instructional materials Budget \$ 25,000 Source LCFF S/C</p>
# 4: Teachers develop and refine curriculum, lesson plans, and units during Professional Learning Community time	districtwide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>stipends Budget \$ 4,000 Source LCFF S/C</p>

Goal 2: LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Designated and integrated ELD will be substantially implemented in at least 75% of classrooms as measured by weekly lesson plans and observation. 2. Increase grade level English/Spanish books in grade levels K-4 by 25% from previous year 3. Student performance on local benchmarks increases 10% over previous year. 4. Reclassification rate will meet or exceed state expectations set by the state board of education. 5. Student performance in AMAO's improves by 10% over previous year 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
# 1: Provide continuing support and training through TCOE for ELD implementation	districtwide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	trainers' fees contract Budget \$4,000 Source LCFF S/C
# 2: Provide support and training to deploy exemplary strategies for EL students and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE	districtwide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	trainers' fees contract Budget \$4,000 Source LCFF S/C

<p># 3: Provide teachers and students with resource materials to provide access to curriculum for EL students.</p>	<p>districtwide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>instructional materials Budget \$ 25,000 Source LCFF S/C</p>
<p># 4: Teachers develop and refine curriculum, lesson plans, and units during Professional Learning Community time</p>	<p>districtwide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>stipends and release time Budget \$ 4,000 Source LCFF S/C</p>

Goal 2: LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Designated and integrated ELD will be fully implemented in at least 100% of classrooms as measured by weekly lesson plans and observation. 2. Increase grade level English/Spanish books in grade levels K-4 by 25% from previous year 3. Student performance on local benchmarks increases 10% over previous year. 4. Reclassification rate will meet or exceed state expectations set by the state board of education. 5. Student performance in AMAO's improves by 10% over previous year
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p># 1: Provide continuing support and training through TCOE for ELD implementation</p>	<p>districtwide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>trainers' fees contract Budget \$4,000 Source LCFF S/C</p>

<p># 2: Provide support and training to deploy exemplary strategies for EL students and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE</p>	<p>districtwide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>trainers' fees contract Budget \$4,000 Source LCFF S/C</p>
<p># 3: Provide teachers and students with resource materials to provide access to curriculum for EL students.</p>	<p>districtwide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>instructional materials Budget \$40,000 Source LCFF S/C</p>
<p># 4: Teachers develop and refine curriculum, lesson plans, and units during Professional Learning Community time</p>	<p>districtwide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>stipends and release time Budget \$ 4,000 Source LCFF S/C</p>

<p>GOAL:</p>	<p>Goal 3: Develop new and improve existing parent and school partnership with teachers and to involve parents in our student's future learning through support and ideas at home that will transfer to our school environment.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>		
<p>Identified Need:</p>	<p>Ducor School has a cadre of twenty-five to sixty active parents who attend parent meetings and have been very vocal about needs and concerns at LCAP parent meetings. Parents (over 80%) attend parent/teacher conferences and respond to teacher requests regarding homework and other school issues. Parent response to PIQE training provided in the 2014-15 school year was positive with parents requesting that this training continue. Parents have many concerns from school safety to school lunches to second language acquisition. Three concerns rose to the top during LCAP planning meetings this year: increase the number of opportunities for parents to learn how to help their children in school and help the school work with their children (parent/school partnerships); provide classes for parents in ESL and other topics that will help them help their children in school; and improve the school environment for learning.</p> <p>Metric: Parent input during LCAP meetings; Efforts to seek parent involvement in decisions district and school; Promotion of parent participation on programs for unduplicated students and special needs group School attendance rates schoolwide and subgroup; Chronic absenteeism rates schoolwide and subgroup; Pupil suspension rates schoolwide and subgroup; Pupil expulsion rates schoolwide and subgroup</p>			
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Ducor Elementary (a single-school district)</p>		
<p>Goal Applies to:</p>	<p>Applicable Pupil Subgroups:</p>	<p>all</p>		
<p>Goal 3: LCAP Year 1: 2015-16</p>				
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Parents who express understanding of CCSS and ELD increases by 10% from the baseline of 10%. 2. The school climate will change for the positive as evidenced by increased student participation in co-curricular and extracurricular activities as evidenced by behavior reports and student and parent surveys. 3. 15% of parents enrolled in exemplary parent training program (PIQE); 40% complete 4. Attendance rate and related student engagement indicators will meet state targets and result in improved student achievement 			
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>	

<p># 1: Provide information about CCSS to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc)</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>supplies Budget \$2,000 Source LCFF S/C</p>
<p># 2: Select and sign with an after school agency that will provide parents support in establishing collaboration between home, school and the community.</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>PIQE contract for services Budget \$21,168 Source LCFF S/C</p>
<p># 3: Provide information about ELD and EL strategies to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc)</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Hispanic</p>	<p>supplies Budget \$2,000 Source LCFF S/C</p>
<p># 4: <i>Make classroom and school environment improvements to provide improved learning environment for students</i></p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>contract for purchase and installation of playground equipment Budget \$65,858 Source LCFF S/C</p>

Goal 3: LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Parents who express understanding of CCSS and ELD increases by 10% from previous year 2. The school climate will change for the positive as evidenced by increased student participation in co-curricular and extracurricular activities as evidenced by behavior reports and student and parent surveys. 3. 15% of parents enrolled in exemplary parent training program (PIQE); 40% complete 4. Attendance rate and related student engagement indicators will meet state targets and result in improved student achievement
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
# 1: Provide information about CCSS to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc)	districtwide	<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) <u>Hispanic</u>	supplies Budget \$2,000 Source LCFF S/C
# 2: Select and sign with an after school agency that will provide parents support in establishing collaboration between home, school and the community.	districtwide	<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) <u>Hispanic</u>	PIQE contract for services Budget \$21,168 Source LCFF S/C
# 3: Provide information about ELD and EL strategies to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc)	districtwide	<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) <u>Hispanic</u>	supplies Budget \$5,341 Source LCFF S/C
# 4: Improve school and classroom learning environment to improve student and parent engagement in schooling.	districtwide	<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) _____	contract for purchase and installation of classroom improvements Budget \$69,632 Source LCFF S/C

Goal 3: LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Parents who express understanding of CCSS and ELD increases by 10%. 2. The school climate will change for the positive as evidenced by increased student participation in co-curricular and extracurricular activities.. 3. 15% of parents enrolled in exemplary parent training program; 40% complete</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p># 1: Provide information about CCSS to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc)</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___ Hispanic</p>	<p>supplies Budget \$2,000 Source LCFF S/C</p>
<p># 2: Select and sign with an after school agency that will provide parents support in establishing collaboration between home, school and the community.</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___ Hispanic</p>	<p>PIQE contract for services Budget \$21,168 Source LCFF S/C</p>
<p># 3: Provide information about ELD and EL strategies to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc)</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___ Hispanic</p>	<p>supplies Budget \$4,473 Source LCFF S/C</p>

<p># 4: Improve school and classroom learning environment to improve student and parent engagement in schooling.</p>	<p>districtwide</p>	<p><u>xx</u> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>contract for purchase and installation of classroom improvements Budget \$80,023 Source LCFF S/C</p>
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Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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:	Goal 1: Standard standards will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all students and all subgroups.		Related State and/or Local Priorities: 1_x 2_x 3_x 4_x 5_x 6_x 7_x 8_x COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	Ducor Elementary (a single-school district)	
	Applicable Pupil Subgroups:	All students and English learners, low income, redesignated English learners	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. The substantial (50%) implementation of the CCSS will result in all students in grades k-8 showing progress in ELA and Mathematics as measured. by local and state assessments 2. 100% of all grade level instructors will have the resources to develop STANDARDS units of instruction. 3. Student performance on local benchmarks provides baseline data for measurable improvement. 4. Baseline established for state assessments and API. 5. Parents (20 per year) are learning how to help their children learn activities increases by 5% in school encourage students to learn will then increase parent support, student attendance and student learning. 6. Student involvement in extracurricular and co- 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Analysis of lesson plans and interviews with teachers confirms that, though a good start has been made, implementation is currently at 25% level 2. Inventory records, purchase orders, and library records confirm that resources have substantially increased, but it is necessary to continue to support development of resources as teachers work to implement new curriculum. 3. Baseline data is being gathered through multiple means 4. Baseline has not yet been established for API or state assessments. 5. This target was achieved through multiple parent trainings. 6. Student involvement in these activities increased

	curricular activities increases 5%		by 5%
Goal 1: LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers attend four days TCOE STANDARDS training in content areas.	Budget \$3400 Resource 07200	<p>Teachers participated in four days of coaching provided by TCOE during the school year. Ducor School contracted with Tulare County Office of Education to send a coach that specifically provided services in Math/ELD.</p> <p>Student Needs: responds to student academic needs in math and English language development to meet local and state expectancies and to be able to effectively access the core as teachers become proficient in delivering standards-based lessons and strategies to help ELs access the curriculum.</p> <p>Subgroups: all students have benefited from the additional teacher training. Teachers have also learned more strategies to support English Language Learners in their grade level class.</p> <p>Results: This school year 2014-15, teachers have received new strategies and methods to guide students in learning the new CCSS. Teachers are currently making adaptations to curriculum content and strategies based on the training. Students are becoming more open to the ideas of how teachers are developing student engaging classroom and less of teacher directed classroom.</p> <p>Future Plans: During the end of the 2014-15 school year additional training has been contracted with TCOE for all teachers to continue to learn and improve. During the 2015-16 school year, discussions with TCOE to target specific areas of study are being planned and prepared. Ducor School will be placing major emphasis on English Language Development and all students that have been identified as English Language Learners.</p>	Professional development \$3,400 LCFF S/C

Scope of service:	schoolwide		Scope of service:	schoolwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ Hispanic _____			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) _____ Hispanic _____		
Provide support and training to align current textbooks and strategies with STANDARDS and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE		Budget:\$5130 Resource 07200 Budget: \$1480 Base funding	In September and October of 2014, all teachers worked with a consultant from TCOE to align current texts and materials with standards in the content area of math. (Lesson plans, sign-in sheets). In April and May, a TCOE language arts consultant worked with teachers in the area of E/LA-ELD. Student Needs: students will receive differential learning aligned to the current textbook and strategies aligned with the CCSS. Grades K-8 students will utilize their instructional learn strategies that teachers have learned from TCOE coach to help students that have been identified that are ELD learners and or students with IEP's. Subgroups: to provide differentiated strategies matching student learning styles and needs Results: currently teachers are still attending and learning current workshops that are targeting instructional strategies aligned with ELD support. All teachers will continue to attend workshops directed by TCOE during the school year 2015-16. Future Plans: Ducor teachers and TCOE have planned and scheduled future training as well as aligning CCSS with the current textbooks. Specifically aligned pair training with TCOE, ELD will be targeted in all areas of training. Teachers will learn current practices that will help support our second language subgroup.		Stipends \$5130 LCFF S/C Budget: \$1480 LCFF Base funding
Scope of service:	schoolwide		Scope of service:	schoolwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ Hispanic _____</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) _____ Hispanic _____</p>	
<p>Provide teachers and students with resource books to support Standard Curriculum.</p>	<p>Budget: \$2,500 Resource 07200 Budget: \$2,500 Base funding</p>	<p>During the school year 2014-15, teachers received new resource books aligned with the common core state standards. Utilizing the library accelerated reading program, books selected and purchased covered many genres of study, including grades K-8, Science, History, Math, Expository themes, Informational themes, Non-Fiction, Biography and Bilingual books for student to read with their parents and in class. Student Needs: students have received an increase of literature books purchased for the library and the classrooms. All students have increase higher interest in reading due to the variety of genres of books purchased for all grade levels K-8. Teachers have stated that the boys in grades three have selected and read more books than girls in the same classroom. Subgroups: all students and students identified as second language learners have access to all new genres of books in the library and the classrooms. Results: students have increased their number of words per week. Students have attended the library more often, selected multiple books that are aligned with the accelerated reading program, submitted book assessments and returned to the library to select more books. Books that have had the highest interest have been the books that the boys in grades 2-4 have enjoyed reading the most have been books about trucks, animal species, construction and many other hands on genres. Future Plans: Data will be recorded to support the higher interest of books students enjoy to read, as well as the types of books male and female students choose the most. All students reading will receive data that demonstrate understanding via book assessments, book check out system, genre titles and individual student reading level reports and word counts.</p>	
<p>Scope of service:</p>	<p>schoolwide</p>	<p>Scope of service:</p>	<p>schoolwide</p>

<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ Hispanic _____</p>		<p><input checked="" type="checkbox"/> 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) _____ Hispanic _____</p>	
<p>Paraprofessionals assist in classrooms to provide extended learning for students</p>	<p>Budget: \$72,679 Resource 07200 Budget: \$17,321 Base funding</p>	<p>Ducor School hired a new instructional aide during the month of January 2015. These funds were utilized to pay the current instructional aides and to free up Title I funds that help to pay employee salaries categorized as instructional aides. Student Needs: students continue to receive direct support from all instructional aides assigned to their respected classrooms. Future plans: Instructional aides are very important in providing extended learning opportunities for students either one-on-one or in small groups. Ducor will continue to use this way to extend learning.</p>	<p>Salaries and benefits \$72,679 LCFF S/C Budget: \$17,321 LCFF Base funding</p>
<p>Scope of service:</p>	<p>schoolwide</p>	<p>Scope of service:</p>	<p>schoolwide</p>
<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ Hispanic _____</p>		<p><input checked="" type="checkbox"/> 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) _____ Hispanic _____</p>	
<p>Teachers develop STANDARDS curriculum, lesson plans, and units during Professional Learning Community time</p>	<p>Budget: \$3,150 Resource 07200</p>	<p>Teachers utilized this time to develop standards curriculum, lesson planning during individual training with the TCOE coach. The coach provided current math and ELA strategies aligned with the teacher's curriculum. The coaches also provided web base programs that would also support student learning. Student Needs: the students will have received effective instructional strategies and web base sites to support and encourage student learning. Subgroups: all students and second language learners will have received current strategies and web base programs that will</p>	<p>Salaries and benefits \$3,150 LCFF S/C</p>

		<p>support differential learning. Results: currently teachers are receiving training. Teachers will be given an additional thirty minutes of prep time during the month of May to collaborate and plan for the new school year. Future Plans: during the 2015-16 school year, teachers will continue to receive training from TCOE coach that will support lesson planning, web base search, math and ELA. Teachers will utilize their schedule prep time to continue to plan and prepare all current curriculum to be aligned with the CCSS.</p>	
Scope of service: schoolwide <input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ Hispanic _____		Scope of service: schoolwide <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) _____ Hispanic _____	
Web base internet programs licenses will be purchased to help support learners.	Budget:\$1,000 Resource 07200	No additional web-based resources were identified or purchased at this time.	Contract for services \$600 LCFF S/C
Scope of service: schoolwide <input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ Hispanic _____		Scope of service: schoolwide <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) _____ Hispanic _____	
Web base programs will monitor and assess students. Assessments will be used to measure student improvement and success	Budget:\$500 Resource 07200	Healthy Kids School web base survey was purchased and distributed to students in grades 5-8th grades. The survey targeted student learning, school environment, home environment, student safety at school, bullying, drug and alcohol use. Student Needs: the survey will have identified the strength and	Contract for services \$500 LCFF S/C

		<p>weaknesses that the school must help to support all students during school hours. Subgroups: all students in all subgroups was given the survey to complete Results: no current results at this time Future Plans: the future plans are to utilize the survey at the beginning and near the end of the school to capture the opinions of the students about the school environment. Using the results, the school administrators can make the necessary changes or provide additional support for all students. Additional resources for assessment in other areas will be identified, evaluated and purchased</p>	
<p>Scope of service:</p>	<p>schoolwide</p>	<p>Scope of service:</p>	<p>schoolwide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ Hispanic _____</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) _____ Hispanic _____</p>	
<p>Web base program, Accelerated Reader Program will be used to assess student reading levels, comprehension scores</p>	<p>Budget:\$500 Base funding</p>	<p>AR program is updated each year. Currently the program is now being used to monitor all student reading level and assessment. AR program is utilized by the teacher to keep track of student daily reading, weekly reading levels, monthly word count, and semester grade and at the end of the school year, a celebration of the most words read in a school year. Student Needs: the students have proven to increase vocabulary, increase language skills, improve reading levels and improve comprehension in all grade levels. Subgroups: all students have access to the AR program. ELL have access to bilingual books that help support students reading in English. Results: student reading levels have improved, word count, comprehension as well as higher interest in reading. Future Plans: to continue to support the AR program, having teachers to utilize the program aligned with the CCSS, continue to</p>	<p>Contract for services \$500 LCFF S/C</p>

		support student success and improvement.		
Scope of service:	schoolwide	Scope of service:	schoolwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u>		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) <u>Hispanic</u>		
Expand participation in county-wide student events by two events per year		Budget: \$1,000 Resource 07200	Ducor School students participated in the county-wide spelling bee competition. Student Needs: students are challenged to be the best. All students are given an opportunity to show their knowledge and understanding in Spelling and Science. In Spelling, students are given the words to study and compete. This level of competition requires encouragement and self determination to be the best. In Science, students utilize this time present their understanding Science. To display their work and to explain their theory encourages public speaking and evaluation. Results: Many students received high achievement in Science for their project. Recognizing student success increases confidence and fun. The spelling bee event challenges students to continue to read more and understand the English language. For second language learners, the results are success. Future plans: continue to support all school wide activities	Materials and supplies \$356 Source LCFF S/C
Scope of service:	schoolwide	Scope of service:	schoolwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u>		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) <u>Hispanic</u>		
What changes in actions, services, and expenditures will be made as a		No major changes are planned in this goal. Results of the update confirm that focus on English Language Development for English learners is essential.		

result of reviewing past progress and/or changes to goals?

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:	Goal 2: English Language Development standards and exemplary practices for teaching English learners will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all English learners.	Related State and/or Local Priorities: 1_x 2_x 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Ducor Elementary (a single-school district)	Applicable Pupil Subgroups: English learners
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Expected Annual Measurable Outcomes:	1. ELD substantially (50%) implemented grades K-8. 2. 100% of all grade level instructors will have the resources to help support second language learners through media, web base internet sites and AR books. 3. Student performance on local benchmarks provides baseline data for measurable improvement. 4. Student performance in AMAO's improves by 10%	Actual Annual Measurable Outcomes:	1. ELD implementation (new state standards) has begun and is 25% implemented according to observation, lesson plans and interview. 2. All teachers have additional resources. More resources will be identified and purchased as standards implementation continues. 3. Baseline data is being gathered and tabulated 4. Student performance in AMAOs did not improve per target amount.
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Goal 2: LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
replace one bus to transport students to increase attendance rate by lease/purchase agreement	Budget \$24,000 Resource 07200	A new school bus was purchased and received in January 2015. The school bus increased student safety and assures that students will come to school, thus impacting attendance and related rates. The teachers increased student field trips	Lease/purchase contract \$24,000 LCFF S/C

		<p>that supported student learning aligned with the current curriculum and CCSS.</p> <p>Student Needs: student safety and attendance was the first priority. Student's exercise bus safety and proper behavior on the bus. The teachers added two more field trips aligned with their curriculum and CCSS.</p> <p>Subgroups: all students benefited.</p> <p>Results: safety of students attending and returning to school, students, staff, community members and board members gained higher confidence that our school bus would attend and return to school safely.</p> <p>Future Plans: continuing educational field trips for students and community members will be part of the learning curriculum and educational support for all students.</p>																									
<table border="1"> <tr> <td>Scope of service:</td> <td>Schoolwide English learners</td> </tr> <tr> <td colspan="2">__ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2">__Low Income pupils __x_ English Learners</td> </tr> <tr> <td colspan="2">__Foster Youth __x_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2">__Other Subgroups:(Specify)_____</td> </tr> </table>	Scope of service:	Schoolwide English learners	__ALL		OR:		__Low Income pupils __x_ English Learners		__Foster Youth __x_ Redesignated fluent English proficient		__Other Subgroups:(Specify)_____			<table border="1"> <tr> <td>Scope of service:</td> <td>Schoolwide English learners</td> </tr> <tr> <td colspan="2">__ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2">__Low Income pupils __x_ English Learners</td> </tr> <tr> <td colspan="2">__Foster Youth __x_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2">__Other Subgroups:(Specify)_____</td> </tr> </table>	Scope of service:	Schoolwide English learners	__ALL		OR:		__Low Income pupils __x_ English Learners		__Foster Youth __x_ Redesignated fluent English proficient		__Other Subgroups:(Specify)_____		
Scope of service:	Schoolwide English learners																										
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__Other Subgroups:(Specify)_____																											
Teachers attend 2 days TCOE ELD training.	<p>Budget: \$2,700 Resource 07200</p>	<p>Currently during the 2014-15 school years months April May and June, teachers will be attending ELD workshops presented by TCOE. The workshops target ELD student learning, reading, project base learning, writing and mathematics.</p> <p>Student Needs: all students will benefit from the extended education training that teachers will receive. The teachers will learn and demonstrate current learning modalities to offer and increase student learning.</p> <p>Subgroups: all students are involved in the learning process in class. ELD students are provided differentiated learning modalities</p> <p>Results: Currently teachers are customizing formative and informative assessments for all students. Walk through</p>	\$0.00																								

		<p>assessments, visual and oral assessments take place daily. Monthly progress reports, semester reports and parent conferences.</p> <p>Future Plans: Continue training program and provide support for the process. Teachers will have gained more experience and to be better prepare to develop and or utilize current assessment programs for their own students in class. The data recorded will assist teachers to develop improved lesson planning for all students.</p>	
<p>Scope of service: Schoolwide English learners</p> <p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: Schoolwide English learners</p> <p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Provide support and training to deploy exemplary strategies for EL students and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE</p>	<p>Budget: \$3,150 Resource 07200</p>	<p>Currently during the 2014-15 school years months April May and June, teachers will be attending ELD workshops presented by TCOE. The workshops target ELD student learning, reading, project base learning, writing and mathematics.</p> <p>Student Needs: all students will benefit from the extended education training that teachers will receive. The teachers will learn and demonstrate current learning modalities to offer and increase student learning.</p> <p>Subgroups: all students are involved in the learning process in class. ELD students are provided differentiated learning modalities</p> <p>Results: Currently teachers are customizing formative and informative assessments for all students. Walk through assessments, visual and oral assessments take place daily. Monthly progress reports, semester reports and parent conferences.</p> <p>Future Plans: Continue training program and provide support for the process. Teachers will have gained more experience and to be better prepare to develop and or utilize current assessment programs for their own students in class. The data recorded will</p>	<p>\$0.00</p>

			assist teachers to develop improved lesson planning for all students.	
Scope of service:	Schoolwide English learners		Scope of service:	Schoolwide English learners
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide teachers and students with resource materials to provide access to curriculum for EL students.		Budget: \$25,000 Resource 07200	<p>No current text book materials for grades K-8 were purchased. The school district elected not to purchase any current materials until the next school year 2015-16. The CCSS are being aligned to all new academic core materials for the classroom. The school board, teachers and community members will have an opportunity to view all new suggested academic core materials before selecting the best text books for the students.</p> <p>Student Needs: Core textbooks to assure continuity of instruction are not yet readily available for CCSS. The current text books are to be better aligned with the CCSS, supporting the current state standards and methodology to teach CCSS.</p> <p>Subgroups: all students would benefit from the current new text books aligned to the CCSS. All ELD students would benefit as well. The books will be supporting ELD students in all stages of learning, from beginning to advance language learning abilities.</p> <p>Results: currently, there are no new data to support that new CCSS text book materials have shown significant gain for all students in all grade levels here at Ducor School.</p> <p>Future Plans: to research current text book publishing companies that are preparing and designing CCSS aligned with text book materials and that show student improvement in all areas of academic core subjects.</p>	\$0.00
Scope of service:	Schoolwide English learners		Scope of service:	Schoolwide English learners
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Part time resource teacher assist in classrooms to provide extended learning for students		Budget \$78,000 Resource 07200	Ducor School did not hire a parttime resource teacher. These funds were re-directed to other LCAP improvements including upgrading teacher salaries with the objective that Ducor's high teacher turnover rate be halted. Ducor trains teachers and then loses them to neighboring districts with higher salaries, putting Ducor students further at risk because they have less prepared teachers. Student Needs: Students received proper support with the current instructional aides assigned to each instructor in grades K-4 and from teachers trained in schoolwide strategies by TCOE. Subgroups: all students and students classified as ELL received proper support in class prepared and executed by the instructor and supported by the instructional aides. Results: Teachers receiving training from TCOE coach planned and prepared higher level of student engagement. Teachers increased student level of pair sharing and collaboration. All instructional aides were assigned to provided extended support to all students Future Plans: Teachers and instruction aides will continue to collaborate, plan and deliver their daily lesson planning for the students. Currently, there is no discussion among the teachers and or the community members to include additional support.		Salaries and benefits \$78,000 Source LCFF S/C
Scope of service:	Schoolwide English learners		Scope of service:	Schoolwide English learners	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Teachers develop STANDARDS curriculum, lesson plans, and units during Professional Learning Community time incorporating		Budget: \$3,150 Resource 07200	Currently teachers are registered and attending local workshop		

exemplary ELD strategies throughout the instructional day		<p>sponsored and provided by Tulare County Office of Education or TCOE. Ducor School has contracted with TCOE to provide a coach in the areas of Math/ELD and ELA/ELD strategies and lesson planning for all our staff members. Coaches have been asked to assist teachers in developing current lesson plans aligned with the CCSS and their current text books in class.</p> <p>Student Needs: students will receive higher level of strategies that will incorporate student partnership and discussion. The teachers will utilize supplemental materials as well as web base programs and internet sites to help students increase comprehension.</p> <p>Subgroups: all students will be supported and provided the necessary tools to understand the current CCSS. ELD students will be provided differential learning strategies to help increase comprehension.</p> <p>Results: students will improve in reading, writing and math.</p> <p>Assessment s will target specific areas of study to ensure that the data will reflect the strengths and weakness that each student may encounter in their studies. Teachers will adapt their lesson planning to meet the needs of the students.</p> <p>Future Plans: continue to have teaches attend and develop current lesson plan strategies and to develop current differentiated learning strategies for all ELD students.</p>	
Scope of service:	Schoolwide English learners	Scope of service:	Schoolwide English learners
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input 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?		No major changes are planned for next year.	

Original GOAL from prior year LCAP:	Goal 3: Develop new and improve existing parent and school partnership with teachers and to involve parents in our student’s future learning through support and ideas at home that will transfer to our school environment.	Related State and/or Local Priorities: 1__x 2__ 3__x 4__ 5__x 6__x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Ducor Elementary (a single-school district)	Applicable Pupil Subgroups: all
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Expected Annual Measurable Outcomes:	1. The substantial (50%) implementation of the CCSS will result in all students in grades k-8 showing progress in ELA and Mathematics as measured by local and state assessments. 2. Parents who express understanding of STANDARDS and ELD increases by 10%. 3. school climate will change for the positive. 4. 15% of parents enrolled in exemplary parent training program; 40% complete the program	Actual Annual Measurable Outcomes:	1. Implementation is at 25%, but improved student progress has been shown in classroom participation (teacher reports), performance (classroom grades). State performance data not yet available. 2. Parent surveys and interviews confirm that understanding has increased by 10% 3. School climate has changed for the positive as measured by reduced suspensions, teacher observation, and improved attendance. 4. Targets were met in parent training program.
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Goal 3: LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide information about STANDARDS to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc)	Budget: \$500 Resource 07200	Ducor School uses the Bright Arrow communication system which allows the administrator to send a voice message, text message and email message. Student Needs: improved parent involvement Subgroups: all parents of cell phones Results: all text messages are successfully sent and received. Both language English and Spanish text messages are sent to inform parents	Contract for services \$500 LCFF S/C

		Future Plans: to continue to pay for and provided services to the parents.	
Scope of service: Schoolwide		Scope of service: schoolwide	
<input checked="" type="checkbox"/> _xx_ALL		<input checked="" type="checkbox"/> _xx_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)_____	
Select and sign with an after school agency that will provide parents support in establishing collaboration between home, school and the community.	Budget: \$5,000 Resource 07200 Budget: \$5,360 Base funding	PIQE (Parent Institute for Quality Education) was selected to support parent education creating a partnership with the parents and the school, teaching the parents to be more involved in school and to better understand how to work with their students at home. Student Needs: students become involved with their parents learning and partnership with the school. Students are supported by their parents learning to be better student at home, studying and reading with their parents Subgroups: parents that attended the nine week program provide extra student support at home. Parents take home strategies to support their students learning environment. Future Plans: Continue to provide parent service in the evenings for parents and students.	Contract for services \$5,000 Source LCFF S/C
Scope of service: Schoolwide		Scope of service: schoolwide	
<input checked="" type="checkbox"/> _xx_ALL		<input checked="" type="checkbox"/> _xx_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)_____	
Provide information about ELD and EL strategies to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc)	Budget: \$500 Resource 07200	Along with text messages sent by the school to the parents who own a cell phone, there other means of communication in which Ducor School communicates with the parents. Flyers, parent-teacher conferences, parent meetings, DELAC meetings, phone	\$0.00

			<p>calls and parent visitation to the school.</p> <p>Student Needs: communication with parents is important to share any upcoming events at the school. Most importantly is the invitation sent to parents to volunteer to help the school.</p> <p>Subgroups: all students receive any form of communication from the school district. All communication to the parents are bilingual, English and Spanish</p> <p>Results: parents support has increased, parents attendance at all school functions has improved.</p> <p>Future Plans: to increase parent support through other media programs and or direct contact.</p>	
Scope of service:	Schoolwide		Scope of service:	schoolwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Parent involvement actions and services have resulted in much improvement and will be continued and enhanced.		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>287,826</u>
<p>Ducor is a single-school district with 100% low income and 98% English learners. Ducor has examined the academic needs of these students and has detailed actions and expenditures in Section 2 to address those needs in a districtwide program effectively and efficiently. Given the large number and percentage of low income learners, all district goals are designed to close the achievement gap and meet the needs of these “unduplicated count” students (low income, English learners, and foster youth). Programs to be implemented include intensive high quality professional development and support for teachers, adoption of standards-based instructional materials, intervention services for students, and multiple strategies to engage and empower students and their parents in the schooling process. By implementing high quality programs to close the achievement gap for these students, all students benefit from the exemplary practices and strategies to be implemented. At the heart of the district’s goals is a research-based, high quality learning approach to teaching all students districtwide. It is the best approach for accelerating learning for high risk students. Every student is provided a high quality learning program based upon his/her individual learning needs and builds upon every student’s individual strengths and talents. By providing these services districtwide we are better able to the research-based, high quality services and programs needed to accelerate learning by the students who generated the supplemental and concentration grant funds as described in this plan.</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.

21.62	%
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Using the calculation tool provided by the state, Ducor District has calculated that in 2015-16 it will receive \$ 287,826 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition using the same calculation tool the proportionality percentage has been calculated at 21.62%. Ducor has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2015-16 supplemental and Concentration Grant funding for qualifying purposes as listed on Attachment A.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).