

Introduction:

LEA: Arcohe Union School District Contact (Name, etc.): Dr. Jim Shock, Superintendent, super@arcohe.net, 209.748.2313 LCAP Year: 2016-17

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>Input gathered during meetings with parents, teachers, classified employees, students, and the teachers' bargaining unit. Community members are included in the APTC and classified employee groups. Low Income families are represented on both the SSC and the DELAC.</p> <p>Stakeholder input meetings: (Review of data points and LCAP process/brainstorming ideas/prioritizing of ideas)</p> <table border="0" data-bbox="226 483 840 727"> <tr> <td>School Site Council</td> <td>Feb. 2, 2016</td> </tr> <tr> <td>Arcohe Student Council</td> <td>Feb. 3, 2016</td> </tr> <tr> <td>Teachers</td> <td>Feb. 3, 2016</td> </tr> <tr> <td>Classified and LEA Employees</td> <td>Feb. 16 & 17, 2016</td> </tr> <tr> <td>DELAC</td> <td>Feb. 11, 2016</td> </tr> <tr> <td>Arcohe Parent Teacher Club</td> <td>Feb. 2, 2016</td> </tr> <tr> <td>Special Ed. Parents</td> <td>Feb. 11, 2016</td> </tr> </table> <p>A summary of all stakeholder groups' input was presented to the Board of Trustees at their regular meeting on February 18, 2016. The summary was posted on the School's website on February 18, 2016 and distributed to all stakeholder groups as listed above.</p> <p>Updates on process and data on metrics shared with the DAC (SSC serving as the LCAP District Advisory Committee (DAC); one Sp. Needs parent, one representative from DELAC and one district translator in addition to the regular SSC membership completes the representation for all significant subgroups) on May 31, 2016, and input taken. This group also represents low income families. We have no foster youth at this time.</p> <p>General LCAP information linked through the district website on May 19, 2016.</p> <p>Updates to the public and the Board of Trustees on May 19, 2016.</p> <p>Initial draft of the LCAP made public on May 19, 2016 and posted on the district/school website.</p> <p>Request to community for submission of written comments on June 9, 2016.</p>	School Site Council	Feb. 2, 2016	Arcohe Student Council	Feb. 3, 2016	Teachers	Feb. 3, 2016	Classified and LEA Employees	Feb. 16 & 17, 2016	DELAC	Feb. 11, 2016	Arcohe Parent Teacher Club	Feb. 2, 2016	Special Ed. Parents	Feb. 11, 2016	<p>In 2014 input from each stakeholder group was prioritized for each group. The input from each group was synthesized into one (1) summary and enough similarity for the main items were noted and reported back to each group. SSC / DAC and DELAC / EL Advisory Committees reviewed the synthesized input from all stakeholder groups. From this input these advisory groups were able to prioritize two (2) major and three (3) minor areas of high priority.</p> <p>These areas are included in the District's LCAP for implementation / development over the next three (3) years. The DAC reviewed the available quantitative and qualitative data, determining which actions and services were successful and which were not. After reviewing the data and prioritized stakeholder input, the same six local priorities / goals were included in this LCAP revision as follows:</p> <p>Major goal areas:</p> <ol style="list-style-type: none"> 1. Incorporate enrichment areas (i.e. Art, Music, Foreign Language, et.) in the main academic program at all grade levels. (Local Priority 1 – LP1) 2. Develop after school sports program(s). (Local Priority 2 – LP2) <p>Minor goal areas:</p> <ol style="list-style-type: none"> 1. Improved access to current technology. (Local Priority 3 – LP3) 2. Develop a comprehensive afterschool tutoring / activity program. (Local Priority 4 – LP4) 3. Facility improvement / maintenance. (Local Priority 5 – LP5) <p>These local priority goals are continued this year.</p>
School Site Council	Feb. 2, 2016														
Arcohe Student Council	Feb. 3, 2016														
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<p>DAC review and approval of the draft May 31, 2016.</p> <p>Plan revised on June 2, 2016 to reflect DAC recommendations.</p> <p>Initial draft revised to reflect input June 2, 2016.</p> <p>Information about the revised LCAP was dispersed DELAC, student council, classified staff and Special Education parents on June 2, 2016.</p> <p>Consultation with Arcohe Teachers Association on May 26, 2016. There is no other bargaining unit in Arcohe.</p> <p>Public Hearing at Board meeting on June 9, 2016 for both the LCAP and the budget.</p> <p>Draft plan revised to reflect public input June 9, 2016.</p> <p>Revised LCAP posted on website on June 9, 2016.</p> <p>Board adoption of LCAP on June 16, 2016 (prior to budget adoption).</p> <p>Adopted LCAP sent to County Office of Education on June 17, 2016.</p>	<p>As was the case in 2015, input was put was gathered from each stakeholder group during Spring 2016.</p> <p>The initial meetings with each stakeholder group focused on current data and updates on progress toward meeting the annual goals. This data was then combined in a spreadsheet that included all input and shows where more than one stakeholder group presented the same idea. Any time more than one group offered the same thought the input was prioritized and included in the initial draft of the new LCAP. As many of the other ideas w\ as was feasible were also included in the initial draft. All stakeholder groups have focused on student growth, providing a\n enriched program and a healthy, safe learning environment.</p> <p>The draft was then posted on-line and presented to the DAC. The initial draft was revised to include input from the DAC.</p> <p>The second draft was then posted on the website and written response for the community were requested.</p>
<p>Annual Update: Regular updates were provided to the Board throughout the year.</p> <p>Administrative staff met regularly to review progress and assure implementation.</p> <p>Stakeholder groups met and their input was combined and summarized. Data and progress were reviewed on the dates noted in section above.</p> <p>District advisory committee met on May 31, 2016.</p>	<p>Annual Update: All input from the stakeholder groups was reviewed. All items were prioritized from among the groups. All items with support from more than one subgroup (higher priority) were implemented the current revisions.</p> <p>The DAC reviewed the available quantitative and qualitative data, determining which actions and services were successful and which were not. After reviewing the data and prioritized stakeholder input, the same six local priorities / goals were included in this LCAP revision.</p>

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or 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 school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

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

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the 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 school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration

funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal 1: Continue to maintain high academic standards for students and close the achievement gap for subgroups: Hispanic, Low Income (LI), English Learners (EL), and Students with Disabilities (SWD).		Related State and/or Local Priorities: 1_ <u>X</u> 2_ <u>X</u> 3_ <u> </u> 4_ <u>X</u> 5_ <u>X</u> 6_ <u> </u> 7_ <u> </u> 8_ <u>X</u>	
Identified Need :	CAASPP and API scores were below state averages school-wide with a significant gap for sub groups (Hispanic, LI, EL, and SWD).			
Goal Applies to:	Schools:	Arcohe		
	Applicable Pupil Subgroups:	Hispanic, LI, EL, SWD		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. API score metric has been suspended by the California Department of Education 2. 52% of students will score in the top two levels on the CAASPP tests in ELA. 3. 46% of students will score in the top two levels on the CAASPP tests in Mathematics 4. 50% of students will score at or above grade level in other subjects on curriculum-based assessments. 5. All teachers will be highly qualified and assigned within their credentials. 6. All students will be provided CCSS-aligned materials in all core academic subjects where materials are available.(ELD (for ELL), Science, Social Studies, other) 7. Teachers will receive a minimum of eight professional development training hours per year in the core curriculum areas (ELA, ELD, Math, Science, and/or Social Studies) 8. Chronic absenteeism will be limited to 4 students (or two families) or less. 9. Maintain 96% attendance rate or better. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures

<p>PD will continue on the CCSS for ELA, ELD, math and NGSS. PD will be provided for any new text series (i.e. Science and or Social Studies) adopted for implementation.</p>	<p>LEA/ School-wide</p>	<p><u> </u>ALL OR: <u> </u>X_Low Income pupils <u> </u>X_English Learners <u> </u>X_Foster Youth <u> </u>X_Redesigned fluent English proficient <u> </u>X_Other Subgroups:(Specify)<u>Academically at-risk students,</u></p>	<p>Sup/Con \$10,000 Obj code 1100</p>
<p>Maintain 24:1 or better class size in primary grades (GSA).</p>	<p>LEA/ School-wide at grades TK-3</p>	<p><u> </u>ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>X_Other Subgroups:(Specify) <u>Grades TK-3</u></p>	<p>LCFF \$321,000 Obj code 1100 LCFF \$57,000 Obj code 3000s EPA \$90,000 Obj code 1100 EPA \$25,000 Obj code 3000s</p>
<p>Provide transportation to and from school.</p>	<p>LEA/ School-wide</p>	<p><u> </u>X_ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>LCFF \$50,000 Obj code 2200 LCFF \$25,000 Obj code 3000s LCFF \$9,000 Obj code 4300</p>
<p>Provide transportation to and from school for SWD.</p>	<p>LEA/ School-wide for SWD</p>	<p><u> </u>ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p>	<p>LCFF \$8,000 Obj code 2200 LCFF \$4,000</p>

		<u> X </u> Other Subgroups:(Specify) <u> SWD </u>	Obj code 3000s LCFF \$3,000 Obj code 4300 LCFF \$2,000 Obj code 5600
Provide bilingual instructional aides in classes impacted with the highest numbers of EL students.	LEA-wide with an emphasis on lower grades	<u>__</u> ALL OR: <u>__</u> Low Income pupils <u> X </u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> Emphasis on lower grades </u>	Sup/Con \$42,700 Obj code 2100 Sup/Con \$17,000 Obj code 3000s Title I \$2400 Obj code 2100 Title I \$500 Obj code 3000s Title III \$3700 Obj code 2000 Title III \$1,800 Obj code 3000s
Provide additional paraprofessional support for classes with enrollments over 34.	LEA-wide with an emphasis on lower grades	<u>__</u> ALL OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u>__</u> <u> x </u> Other Subgroups:(Specify) <u> Academically at-risk students. </u>	Sup/Con \$4,000 Object code 2100

<p>Salaries and benefits of all staff to provide Tier I instruction and academic support.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF \$1,270,000 Obj code 1000s</p> <p>LCFF \$84,750 Obj code 2000s</p> <p>Sup/Con \$7,230 Obj code 1000s</p> <p>Sup/Con \$63,250 Obj code 2000s</p> <p>LCFF \$446,000 Obj code 3000s</p> <p>Sup/Con \$29,000 Obj code 3000s</p>
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Purchase curriculum-based test in ELA and Math to show student progress toward State Standards	LEA-wide with an emphasis on lower grades	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify) _____	LCFF \$3000 Obj code 4300
Provide financial support for off-site field trips to support classroom instruction	LEA/ School-wide	<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups: (Specify)____SWD_____	LCFF \$1400 Obj code 2200 LCFF \$100 Obj code 3000s

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. API score metric has been suspended by the California Department of Education 2. 55% of students will score in the top two levels on the CAASPP tests in ELA. 3. 50% of students will score in the top two levels on the CAASPP tests in Mathematics 4. 55% of students will score at or above grade level in other subjects on curriculum-based assessments. 5. All teachers will be highly qualified and assigned within their credentials. 6. All students will be provided CCSS-aligned materials in all core academic subjects where materials are available.(ELD (for ELL students), Science, Social Studies) 7. Teachers will receive a minimum of eight professional development training hours per year in the core curriculum areas (ELA, ELD, Math, Science, and/or Social Studies) 8. Chronic absenteeism will be limited to 4 students (or two families) or less. 9. Maintain 96% attendance rate or better 		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PD will continue on the CCSS for ELA, ELD, Math and NGSS. PD will be provided for any new text series (i.e. Science and or Social Studies) adopted for implementation.	LEA/ School-wide	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _x_Low Income pupils <input checked="" type="checkbox"/> _x_English Learners <input checked="" type="checkbox"/> _x_Foster Youth <input checked="" type="checkbox"/> _x_Redesignated fluent English proficient <input checked="" type="checkbox"/> _x_Other Subgroups:(Specify) <u>Academically at-risk</u>	Sup/Con \$10,000 Obj code 1100
Maintain 24:1 or better class size in primary	LEA/	<input type="checkbox"/> _ALL	LCFF

grades (GSA)	School-wide for grades Tk-3	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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Grades Tk -3</u>	\$321,000 Obj code 1100 LCFF \$57,000 Object code 3000s EPA \$90,000 Obj code 1100 EPA \$25,000 Obj code 3000s
Provide additional paraprofessional support in any classroom that has more than 34 students	LEA/ School-wide	<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) _____	LCFF \$4,000 Obj code 2100
Salaries of all staff to provide Tier I instruction and academic support.	LEA-wide	<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) _____	LCFF \$1,270,000 Obj code 1000s LCFF \$84,570 Obj code 2000s Sup/Con \$7,425 Obj code 1000s Sup/Con \$65,430 Obj code

			2000s LCFF \$454,000 Obj code 3000s Sup/Con \$30,100 Obj code 3000s
Provide bilingual paraprofessional support in all classes impacted with high numbers of EL students	LEA/ School-wide for EL students	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Emphasis on lower grades</u>	Sup/Con \$42,700 Obj code 2100 Sup/Con \$17,000 Obj code 3000s Title I \$2400 Obj code 2100 Title I \$500 Obj code 3000s Title III \$3700 Obj code 2000 Title III \$1,800 Obj code 3000s
Provide transportation to and from school.	LEA/	<input checked="" type="checkbox"/> ALL	LCFF \$50,000

	School-wide	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)_____	Obj code 2200 LCFF \$25,000 Obj code 3000s LCFF \$9,000 Obj code 4300
Provide transportation for SWD to and from school.	LEA/ School-wide	<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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	LCFF \$8,000 Obj code 2200 LCFF \$4,000 Obj code 3000s LCFF \$3,000 Obj code 4300 LCFF \$2,000 Obj code 5600
Provide financial support for off-site field trips to support classroom instruction	LEA/ School-wide	<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)_____	LCFF \$1400 Obj code 2200 LCFF \$100 Obj code 3000s

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

1. API score metric has been suspended by the California Department of Education
2. 58% of students will score in the top two levels on the CAASPP tests in ELA.
3. 53% of students will score in the top two levels on the CAASPP tests in Mathematics
4. 60% of students will score at or above grade level in other subjects on curriculum-based assessments.
5. All teachers will be highly qualified and assigned within their credentials.
6. All students will be provided CCSS-aligned materials in all core academic subjects where materials are

	available.(ELD (for ELL students), Science, Social Studies)		
	7. Teachers will receive a minimum of eight professional development training hours per year in the core curriculum areas (ELA, ELD, Math, Science, and/or Social Studies)		
	8. Chronic absenteeism will be limited to 4 students (or two families) or less.		
	9. Maintain 96% attendance rate or better.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PD will continue on the CCSS for ELA, ELD, math and NGSS. PD will be provided for any new text series (i.e. Science and or Social Studies) adopted for implementation.	LEA/ School-wide	<u> </u> ALL OR: <u> </u> X_Low Income pupils <u> </u> X_English Learners <u> </u> Foster Youth <u> </u> X_Redesignated fluent English proficient <u> </u> X_Other Subgroups: (Specify) <u>Academically at-risk</u>	Sup/Con \$10,000 Obj code 1100
Maintain 24:1 or better class size in primary grades (GSA)	LEA/ School-wide for grades Tk-3	<u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> X_Other Subgroups: (Specify) <u>Grades Tk - 3</u>	LCFF \$321,000 Obj code 1100 LCFF \$57,000 Obj code 3000s EPA \$90,000 Obj code 1100 EPA \$25,000 Obj code 3000s
Provide additional paraprofessional support in any classroom that has more than 34 students	LEA/ School-wide	<u> </u> X_ALL OR: <u> </u> X_Low Income pupils <u> </u> X_English Learners <u> </u> X_Foster Youth <u> </u> X_Redesignated fluent English proficient <u> </u> X_Other Subgroups: (Specify) <u>Academically at-risk</u>	LCFF \$4,000 Obj code 2100
Salaries of all staff to provide Tier I instruction and academic support.	LEA-wide	<u> </u> X_ALL	LCFF \$1,290,000 Obj code 1000s

			<p>LCFF \$92,400 Obj code 2000s</p> <p>Sup/Con \$7,670 Obj code 1000s</p> <p>Sup/Con \$67,600 Obj code 2000s</p> <p>LCFF \$428,810 Obj code 3000s</p> <p>Sup/Con \$31,190 Obj code 3000s</p>
Provide bilingual paraprofessional support in all classes impacted with high numbers of EL students	LEA/ School-wide for EL students	<p><u>__</u>ALL</p> <hr/> <p>OR: <u>__</u>Low Income pupils <u>__X</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups: (Specify)<u>__</u>Priority given to lower grades</p>	<p>Sup/Con \$42,700 Obj code 2100</p> <p>Sup/Con \$17,000 Obj code 3000s</p> <p>Title I \$2400 Obj code 2100</p>

			Title I \$500 Obj code 3000s Title III \$3700 Obj code 2000 Title III \$1,800 Obj code 3000s
Provide transportation to and from school.	LEA/ School- wide	<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) _____	LCFF \$50,000 Obj code 2200 LCFF \$25,000 Obj code 3000s LCFF \$9,000 Obj code 4300
Provide transportation to and from school for SWD	LEA/ School- wide	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) _____ SWD _____	LCFF \$8,000 Obj code 2200 LCFF \$4,000 Obj code 3000s LCFF \$3,000 Obj code 4300 LCFF \$2,000 Obj code 5600
Provide financial support for off-site field trips to support classroom instruction	LEA/ School- wide	<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	LCFF \$1400 Obj code 2200 LCFF \$100

Other Subgroups: (Specify) _____

Obj code
3000s

GOAL: Goal 2: Expand course offerings to include specific enrichment/elective classes at all grade levels.

Related State and/or Local Priorities:
 1__ 2__ 3__ 4__ 5__ 6__ 7_X 8_X
 COE only: 9__ 10__
 Local : Specify 1

Identified Need : Provide enrichment activities to students in grades TK-8 by single-subject credentialed teachers

Goal Applies to: Schools: Arcohe
 Applicable Pupil Subgroups: Hispanic, LI, EL, SWD

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Add one additional specifically credentialed teacher(s) to provide at least one enrichment course/subject for all students at all grade levels (Art).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire highly qualified enrichment teachers (subjects: Spanish, music, etc.) and purchase materials.	LEA/ School-wide	<u>X</u> ALL	LCFF \$45,000 Obj code 1100
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	LCFF \$6,000 Obj code 4300

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: A specifically credentialed PE specialist will be employed to provide PE instruction and resource / training to the general ed. staff.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire highly qualified enrichment teachers (subjects: Spanish, music, art, etc.) and purchase materials.	LEA/ School-wide	<u>X</u> ALL	LCFF \$75,000 Obj code 1100
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	LCFF \$5,000 Obj code 4300

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. Maintain four enrichment offerings (Music, Art, Spanish, PE)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development for enrichment teachers in their specific subject area to increase rigor within subject areas	LEA/ School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	LCFF \$1000 Obj code 1000s

GOAL:	Goal 3: Expand after school program offerings to increase student engagement.	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4 <u>X</u> 5 <u>X</u> 6X_ 7__ 8 <u>X</u> COE only: 9__ 10__ Local : Specify <u>2, 3</u>
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Identified Need :	After school tutoring and activity offerings were requested by all stakeholder groups.	
Goal Applies to:	Schools: Arcohe	Applicable Pupil Subgroups: Hispanic, LI, EL, SWD

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Provide at least 3 after school activity programs for grades 4-8. 2. EL students will increase assessment proficiency at the baseline rate of at least 19 students. 3. 10 or more EL students will be reclassified as proficient. 4. Implementation of a summer learning program for EL and academically at-risk students 5. Middle school dropout rate will maintain at 0%. 6. Reduce pupil suspension rate to 25 or less. 7. Maintain pupil expulsion rate of 1 or less. 8. Show an improvement in student perception of safety from 83% to 85% on the Healthy Kids Survey (HKS) 9. Show an improvement in student perception of connectedness to school from 67% to 72% on the Healthy Kids Survey (HKS) 10. Show an improvement in parent perception of safety from 59% to 64% on a school survey.

11. Show an improvement in teacher perception of safety from 53% to 58% on the Healthy Kids Survey (HKS)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After school tutoring/activities for EL students.	LEA/ School-wide for EL students	<u>__</u> ALL OR: <u>__</u> Low Income pupils <u>__</u> X English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups:(Specify) _____	Sup/Con \$1,000 Obj code 1105 Sup/Con \$2000 Obj code 2105
Provide after school activities / tutoring for all students in grades 2-8.	LEA/ School-wide for students in grades 2-8.	<u>__</u> ALL OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> X Other Subgroups:(Specify) _____ Grades 2-8 _____	LCFF \$5,000 Obj code 1105
Provide summer learning program for all EL, low-income, and academically at-risk students.	LEA/ School-wide for EL students	<u>__</u> ALL OR: <u>__</u> x Low Income pupils <u>__</u> X English Learners <u>__</u> Foster Youth <u>__</u> x Redesignated fluent English proficient <u>__</u> x Other Subgroups:(Specify) _____ Academically At-Risk _____	Sup/Con \$25,000 Obj code 1105 Sup/Con \$5000 Obj code 2105
Provide professional development for all staff on Tier I PBIS strategies	LEA/ School-wide	<u>__</u> x ALL OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups:(Specify) _____	Sup/Con \$1000 Obj Code 1100
LCAP Year 2: 2017-18			
Expected Annual	1. EL students will increase assessment proficiency at the baseline rate of at least 19 students.		

Measurable Outcomes:	2. 10 or more EL students will be reclassified as proficient. 3. At least 3 after school sports clubs/PE programs will be offered for grades 4-8 4. Maintain of a summer learning program for EL and academically at risk students. 5. Middle school dropout rate will maintain at 0%. 6. Reduce pupil suspension rate to 24 or less. 7. Maintain pupil expulsion rate of 1 or less.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After school tutoring/activities for EL students.	LEA/ School-wide for EL students	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Sup/Con \$1,000 Obj code 1105 Sup/Con \$2000 Obj code 2105
Provide after school activities / tutoring for all students in grades 2-8.	LEA/ School-wide for students in grades 2-8.	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ Grades 2-8_____	LCFF \$5,000 Obj code 1105
Provide summer learning program for all EL, low-income, and academically at-risk students.	LEA/ School-wide for EL students	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ Academically At-Risk_____	Sup/Con \$25,000 Obj code 1105 Sup/Con \$5000 Obj code 2105
LCAP Year 3: 2018-19			
Expected Annual Measurable	1. EL students will increase assessment proficiency at the baseline rate of at least 19 students. 2. 10 or more EL students will be reclassified as proficient.		

Outcomes:	3. At least 3 after school sports clubs/PE programs will be offered for grades 4-8. 4. Maintain of a summer learning program for EL and academically at risk students. 5. Middle school dropout rate will maintain at 0%. 6. Reduce pupil suspension rate to 20 or less. 7. Maintain pupil expulsion rate of 1 or less. 8. Show an improvement in student perception of safety from 85% to 87% on the Healthy Kids Survey (HKS) 9. Show an improvement in student perception of connectedness to school from 72% to 75% on the Healthy Kids Survey (HKS) 10. Show an improvement in parent perception of safety from 64% to 68% on a school survey 11. Show an improvement in teacher perception of safety from 58% to 62% on the Healthy Kids Survey (HKS)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After school tutoring/activities for EL students.	LEA/ School-wide for EL students	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	Sup/Con \$1,000 Obj code 1105 Sup/Con \$2000 Obj code 2105
Provide after school tutoring / activities for students in grades 2-8.	LEA/ School-wide for students in grades 2-8.	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) __Grades 2-8 _____	LCFF \$5,000 Obj code 1105
Provide summer learning program for all EL, low-income and academically at risk students.	LEA/ School-wide for EL students	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) __students academically at risk _____	Sup/Con \$25,000 Obj code 1105 Sup/Con \$5000

Obj code
2105

GOAL: Goal 4: Expand the availability of technology for students and staff.

Related State and/or Local Priorities:
1 X 2__ 3__ 4__ 5__ 6__ 7 X 8__
COE only: 9__ 10__
Local : Specify 1, 5

Identified Need : Technology is scarce and/or outdated for students and staff. PD for staff has been identified as an additional need with the new technology.

Goal Applies to: Schools: Arcohe
Applicable Pupil Subgroups: Hispanic, LI, EL, SWD

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: 1. Sets of tablets will be in all rooms for all students
2. Projection systems will be provided for all classrooms.
3. Start three-year replacement plan to update classroom tablets

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase projection systems, classroom sets of tablet computers and teacher tablets.	LEA/ School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Lottery \$50,000 Obj code 4400
PD for staff in using new technology to strengthen student learning.	LEA/ School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Lottery \$5,000 Obj code 1000s
Begin technology replacement plan for classroom tablets	LEA/ School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF \$60,000 Obj code 4400

Expected Annual Measurable Outcomes:	1. All poorly functioning computers in the computer lab will be replaced. 2. Continue three-year replacement plan to update classroom tablets		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Update computers in the media center	LEA/ School-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Lottery \$20,000 Obj code 4400
Purchase classroom tablets as part of the technology replacement plan	LEA/ School-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF \$20,000 Obj code 4400

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Continue three-year replacement plan to update classroom tablets		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase classroom tablets as part of the technology replacement plan	LEA/ School-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF \$40,000 Obj code 4400

GOAL:	Goal 5: Maintain and upgrade facilities and grounds.	Related State and/or Local Priorities: 1 <u> X </u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u> 4 </u>
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Identified Need :	Arcohe facilities range in age from about 50 years old to 8 years old. The facility needs to continue to be clean and safe.		
Goal Applies to:	Schools:	Arcohe	
	Applicable Pupil Subgroups:	Hispanic, LI, EL, SWD	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Complete deferred maintenance projects specified in the deferred maintenance plan. 2. The school will pass inspection for cleanliness and safety within 30 days of the beginning of school.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Deferred maintenance per the adopted 5-year plan.	LEA/ School-wide	<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) _____	LCFF \$257,000 Obj code 5800
Expand playground and equipment on East Campus.	LEA/ School-wide	<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) _____	Developer fees \$5,000 Obj code 5800
Build Shade Structure on East Campus	LEA/ School-wide	<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) _____	LCFF \$140,000 Obj code 5800
Maintain the track on the east campus	LEA/ School-wide	<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) _____	LCFF \$1,000 Obj code 2300

LCAP Year 2: 2017-18

Expected Annual Measurable	<ol style="list-style-type: none"> 1. Complete deferred maintenance projects specified in the deferred maintenance plan. 2. The school will pass inspection for cleanliness and safety within 30 days of the beginning of school.
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Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Deferred maintenance per the adopted 5-year plan.	LEA/ School-wide	<input checked="" type="checkbox"/> ALL	LCFF \$158,550 Obj code 5800
		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"/> Upper grade campus	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. Complete deferred maintenance projects specified in the deferred maintenance plan. 2. The school will pass inspection for cleanliness and safety within 30 days of the beginning of school.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Deferred maintenance per the adopted 5-year plan.	LEA/ School-wide	<input checked="" type="checkbox"/> ALL	LCFF \$103,020 Obj code 5800
		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) _____	

GOAL:	Goal 6: Improve parent participation, specifically in all subgroups.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Parent participation by subgroups is very low. Stakeholder input groups for EL and SWD were only represented by three families each in 2015. (Approximately 5%)	
Goal Applies to:	Schools: Arcohe	
	Applicable Pupil Subgroups:	Hispanic, LI, EL, SWD
LCAP Year 1: 2016-17		
Expected Annual Measurable	Parent participation in school and district decision making and in programs for unduplicated students and SWD up to at least 10% as measured by sign-in sheets. (currently 5% of all families participate)	

Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent participation dinners/evening meetings/trainings with incentives provided for parents and students.	LEA/ School-wide and for each identified subgroup	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	Sup/Con \$1000 Obj code 4300
Provide incentives for parent participation (child care/activities, food, etc.).	LEA/ School-wide and for each identified subgroup	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	Sup/Con \$750 Obj code 4300
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Parent participation in school and district decision making and in programs for unduplicated students and SWD up to at least 15% as measured by sign-in sheets.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent participation dinners/evening meetings/trainings with incentives provided for parents and students.	LEA/ School-wide and for each identified subgroup	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	Sup/Con \$1000 Obj code 4300
Provide incentives for parent participation (child care/activities, food, etc.).	LEA/ School-wide and for each identified subgroup	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	Sup/Con \$750 Obj code 4300
LCAP Year 3: 2018-19			
Expected Annual	Parent participation in school and district decision making and in programs for unduplicated students and SWD		

Measurable Outcomes:	up to at least 20% as measured by sign-in sheets.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent participation dinners/evening meetings/trainings with incentives provided for parents and students.	LEA/ School-wide and for each identified subgroup	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u>	Sup/Con \$1000 Obj code 4300
Provide incentives for parent participation (child care/activities, food, etc.).	LEA/ School-wide and for each identified subgroup	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u>	Sup/Con \$750 Obj code 4300

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	Goal 1: Achieve and maintain an API at or above the new standard set by the state and close the gap for subgroups: Hispanic, Low Income (LI), English Learnings (EL), and Students with Disabilities (SWD).		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u>X</u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u>X</u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify <u>1, 3, 4</u>
Goal Applies to:	Schools: Arcohe	Applicable Pupil Subgroups: Hispanic, LI, EL, and SWD	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Set new baseline for API and AYP based on the new CAASPP scores. 2. 55% of students will score at or above grade level on curriculum-based assessments in ELA and math. Actual assessment to be selected in 15 – 16. 3. 50% of students will score at or above grade level in other subjects on curriculum-based assessments either developed locally or selected in 15 – 16. 4. All teachers will be highly qualified and assigned within their credentials. 5. All students will be provided with CCSS-aligned materials in ELA and math. 6. Chronic absenteeism will be limited to 5 students (or two families) or less. 7. Maintain 96% attendance rate or better. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. The state did not set a new baseline for CAASPP scores. 2. The district did use a separate curriculum-based assessment for ELA and math. Teachers in grades 3-8 used the CAASPP Interim Assessments to show progress toward standards. The student CAASPP scores for 2015 showed 49% of all students scored in the top two tiers in ELA and 43% in Math. Moving forward, this will be our new baseline scores moving forward. 3. For the curriculum based assessments embedded in the reading and math series, roughly 75% of all students met the grade-level metrics. Moving forward, the district is looking into purchasing a separate computer-based assessment to track data more accurately and consistently. 4. Arcohe employed three teachers as Interns

			<p>(Transitional Kindergarten, Spanish and Mod/Severe Special Education) and one teacher as a pre-Intern (Music). All other teachers were highly-qualified.</p> <p>5. All students were provided CCSS aligned materials in EL and in Math.</p> <p>6. Six students were chronically absent (18 or more days as of May 9, 2016)</p> <p>7. As of May 6, the annual attendance rate was 95.85%</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Professional Development (PD) on the Common Core State Standards (CCSS) including English Language Development (ELD) standard and math.		Title I \$10,000 Obj code 1100	Title I \$10,000 Obj code 1100
Scope of service:	LEA/School-wide		
<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)_____			
Maintain 24:1 or better class size in primary grades (GSA).		LCFF \$321,000 Obj code 1100 LCFF \$57,000 Obj code 3000s	LCFF \$321,000 Obj code 1100 LCFF \$46,473 Obj code 3000s

		EPA \$90,000 Obj code 1100		EPA \$90,000 Obj code 1100
		EPA \$25,000 Obj code 3000s		EPA \$25,000 Obj code 3000s
Scope of service:	LEA/School-wide at grades TK-3		Scope of service:	LEA/School-wide, grades TK-3
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Grades TK-3</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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Grades Tk-3</u>	
		LCFF \$50,000 Obj code 2200		LCFF \$38,172 Obj code 2200
		LCFF \$25,000 Obj code 3000s	All students who chose to use the district service were provided transportation to and from school.	LCFF \$8,058 Obj code 3000s
		LCFF \$9,000 Obj code 4300		LCFF \$9,000 Obj code 4300
Scope of service:	LEA/School-wide			LEA/School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
		LCFF \$8,000 Obj code 2200		LCFF \$8,000 Obj code 2200
		LCFF \$4,000 Obj code 3000s	All SWD wanting or needing transportation to and from school were provided the service.	LCFF \$4,000 Obj code 3000s
		LCFF \$3,000 Obj code 4300		LCFF \$3,000 Obj code 4300

		LCFF \$2,000 Obj code 5600			LCFF \$0 Obj code 5600
Scope of service:	LEA/School-wide for SWD		Scope of service:	LEA/School-wide for SWD	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>SWD</u>			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>SWD</u>		
Provide bilingual instructional aides in classes impacted with highest numbers of EL students.		Sup/Con \$42,700 Obj code 2100 Sup/Con \$17,000 Obj Code 3000s Title I \$2400 Obj code 2100 Title I \$500 Obj code 3000s Title III \$3700 Obj code 2000 Title III \$1,800 Obj code 3000s	All classes impacted with larger numbers of EL students were provided additional bilingual instructional aide time. Aides provided general assistance, direct EL support and individual tutoring for the neediest students. An additional bilingual aide was hired in the TK classroom for 3.75 hours/day.		Sup/Con \$42,700 Obj code 2100 LCFF \$12,523 Obj code 3000s Title I \$1462 Obj code 2100 Title I \$309 Obj code 3000's Title III \$3700 Object code 2000 Title III \$1045 Obj code 3000's
Scope of service:	LEA-wide with an emphasis on lower grades		Scope of service:	LEA/School-wide	
__ALL			__ALL		
OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Emphasis on lower grades.</u>			OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Emphasis on lower grades</u>		

Provide additional paraprofessional support for classes with enrollments over 34.		LCFF \$4000 Obj code 2100	No classes had a 34:1 or more ratio for the 2015-2016 school year	LCFF \$0 Obj Code 2100
Scope of service:	LEA-wide with an emphasis on lower grades		Scope of service:	LEA/School-wide
<u>X</u> ALL			<u>X</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) _____			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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The previous standard of 800 is no longer available nor relevant. The state is continuing to develop the baseline standards to measure proficiency. Once established, the baseline will be used to maintain the new score and reduce the gap for all sub groups. The district will continue to monitor classrooms to ensure instructional aide time is provided equably to all students based on need. An additional CCSS-based assessment needs to be secured for the 2016-17 school year. In 2016-17, the district will start to report the salaries of all school personnel involved in the educational process to accurately depict the amount of money spent out of LCFF funds. While these figures can be found in the district's budget, it is important to report these expenses in multiple ways to inform the public. Also in 2016-17, the district will begin to partially fund field trip transportation expenses to provide all students the opportunity to visit local education-related sites. This will greatly benefit our subgroups as these students are less likely to have the opportunity to visit these sites independently.</p>
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Original GOAL from prior year LCAP:	Goal 2: Expand course offerings to include specific enrichment/elective classes at all grade levels.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify <u>1</u> _____	
Goal Applies to:	Schools: Arcohe Applicable Pupil Subgroups: Hispanic, LI, EL, SWD		
Expected Annual Measurable Outcomes:	Add at least two specifically credentialed teacher(s) to provide at least two enrichment course/subject (Music and Spanish) for all students at all grade levels.	Actual Annual Measurable Outcomes:	We were able to hire a Spanish (Intern authorization) teacher and a Music (pre-Intern authorization) teacher. Both teachers worked half-time during the 2015-16 school year.
LCAP Year: 2015-16			

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Hire highly qualified enrichment teachers (subjects: Spanish, music, etc.) and purchase materials.		LCFF \$45,000 Obj code 1100 LCFF \$6,000 Obj code 4300	LCFF \$40,168 Obj code 1100 LCFF \$1504 Obj code 4300
Scope of service:	LEA/School-wide		
<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)_____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Both teachers have had successful years and are on-pace to be fully credentialed teachers. We have started the process to add a third enrichment teacher for 2016-17. We will continue to support the program through the purchase of additional materials and professional development.	

Original GOAL from prior year LCAP:	Goal 3: Expand after school program offerings to increase student engagement.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6X__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify <u>2, 3</u>	
Goal Applies to:	Schools: Arcohe Applicable Pupil Subgroups: Hispanic, LI, EL, SWD		
Expected Annual Measurable Outcomes:	1. Third through eighth grade students will be offered after school tutoring/activities. Baseline scores will be generated through CAASPP. 2. Use another CCSS aligned assessment for all	Actual Annual Measurable Outcomes:	1. After school tutoring was offered to all students in grades 2-8. 2. The district did not use another CCSS-aligned assessment to create a baseline. Teachers in

	<p>appropriate subjects and set a baseline for growth measurement</p> <ol style="list-style-type: none"> 3. EL students will increase assessment proficiency at the baseline rate of at least 19 students. 4. 10 or more EL students will be reclassified as proficient. 5. At least 2 after school sports clubs/PE programs will be offered for grades 5-8. 6. Middle school dropout rate will be maintained at 0%. 7. Reduce pupil suspension rate to 26 (2014-15 baseline) or less. 8. Maintain pupil expulsion rate of 1 or less. 9. Show an improvement in student perception of safety from 83% to 85% on the Healthy Kids Survey (HKS) – every other year. 10. Show an improvement in student perception of connectedness to school from 67% to 72% on the Healthy Kids Survey (HKS) – every other year. 11. Show an improvement in parent perception of safety from 59% to 64% on a school survey every other year. 12. Show an improvement in teacher perception of safety from 53% to 58% on the Healthy Kids Survey (HKS) – every other year. 		<p>grades 3-8 did use CAASPP Interim Assessments to gauge progress toward CCSS.</p> <ol style="list-style-type: none"> 3. The EL redesignation rate was 21.3% (19 of 89 students). 4. 19 of 89 EL students reached English proficiency. 5. Soccer (4-8) and Track (5-8) were offered as an after school sports (including study hall/tutoring for all students) 6. The middle school dropout rate maintained at 0%. 7. The pupil suspension rate rose. There were 40 days issued in 2014-15 but, as of May 9, 2016, we have had 79.5 days served. 8. The expulsions rate was 0 for both years. 9. Arcohe did not take the HKS in 2015-2016. The next scheduled survey is during the 2016-2017 school year. 10. Arcohe did not take the HKS in 2015-2016. The next scheduled survey is during the 2016-2017 school year. 11. Arcohe did not take the HKS in 2015-2016. The next scheduled survey is during the 2016-2017 school year. 12. Arcohe did not take the HKS in 2015-2016. The next scheduled survey is during the 2016-2017 school year.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

After school tutoring for EL students.		LCFF \$3,000 Obj code 1105	After school tutoring was offered to all EL students.	LCFF \$278 Obj code 1105 LCFF \$1178 Obj code 2105
Scope of service:	LEA/School-wide for EL students		Scope of service:	LEA/School-wide
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide after school activities/tutoring for all students in grades 3-8.		LCFF \$5,000 Obj code 1105	After school tutoring was offered to all students in grades 2-8	LCFF \$5000 Obj code 1105
Scope of service:	LEA/School-wide for students in grades 3-8.		Scope of service:	LEA/School-wide
__ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Grades 3-8</u>			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Grades2-8</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>The district was successful in creating a second athletic opportunity for students (soccer). Additional work needs to be done to find additional opportunities for students to compete against other schools clubs in our sports. Although the percentage of EL become proficient is less than last year, we still had 19 students redesignate. Our number of suspension days has increased this year, but we have had a number of unique situations and students contribute to this increase. Moving forward, the district going to offer Professional Development hours to the whole staff to review Tier I PBIS strategies to teach and reteach behavior expectations prior to address behavior concerns. Summer school will be offered this summer with an emphasis on EL and academically at-risk students. Next year, we are looking at other after school offerings including academic clubs.</p>		

Original GOAL from prior year LCAP:	Goal 4: Expand the availability of technology for students and staff.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify <u>1, 5</u>	
Goal Applies to:	Schools: Arcohe	Applicable Pupil Subgroups: Hispanic, LI, EL, SWD		
Expected Annual Measurable Outcomes:	1. Sets of tablets will be in rooms for all classes in grades 4-8. 2. All teachers have access to an individual tablet. 3. Updated projection systems for classrooms in grades 6-8.	Actual Annual Measurable Outcomes:	1. Grades 3-6 received classroom sets of iPads. Grades 7-8 received classroom sets of Chromebooks. 2. All teachers received a tablet 3. Projection systems were purchased for all grade-level classrooms.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Purchase projection systems, classroom sets of tablet computers and teacher tablets.		Lottery \$50,000 Obj code 4400	Grades 3-8 have classroom sets of tablets. All classrooms have projection systems. All teachers have a tablet. Lottery \$50,000 Obj code 4400	
Scope of service:	LEA/School-wide		Scope of service:	LEA/School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
PD for staff in using new technology to strengthen student learning.		Lottery \$5,000 Obj code 4400	PD for staff was offered during after school meetings including staff meetings. Lottery \$478 Obj code 1100	
Scope of service:	LEA/School-wide		Scope of service:	LEA/School-wide

<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 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) _____
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This year we continued to outpace our plan by adding tablets to the third grade classes and projection systems to all classes. By switching to Chromebooks in grade 7-8, we were able to add keyboarding skills to those grades and through the cost savings per device, we had enough money to add iPads in 3rd grade. Students in grades 2-8 started using a web-based typing program to increase typing skills basic on recommendations from both the Site Council and Technology Committee. The decision was made to add projection systems in all classes through a recommendation of the Technology Committee and because of the overall need. The district has secured e-rate funding to improve Wi-Fi connectivity on the East Campus and to make the network more reliable starting in the 2016-17 school year. Additional PD opportunities in technology need to be found for all staff.</p>
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Original GOAL from prior year LCAP:	Goal 5: Maintain and upgrade facilities and grounds.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>4</u>
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Goal Applies to:	Schools: Arcohe	Applicable Pupil Subgroups: Hispanic, LI, EL, SWD
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Expected Annual Measurable Outcomes:	1. Complete deferred maintenance projects specified in the deferred maintenance plan. 2. The school will pass inspection for cleanliness and safety within 30 days of the beginning of school.	Actual Annual Measurable Outcomes:	1. All deferred maintenance projects per the 5 year plan were completed. 2. The school passed the inspection for cleanliness and safety.
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Deferred maintenance per the adopted 5-year plan.	LCFF \$75,000 Obj code 5800	The East campus was painted in July 2015 and the East campus parking lot and playground areas were slurry sealed in June 2016. The district did not spend the budgeted amount due to the bids for the projects coming in lower than projected.	LCFF \$48,300 Obj code 5800
Scope of service: LEA/School-wide		Scope of service: LEA/School-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth ____Other Subgroups:(Specify)_____	
Provide a shade structure on the East Campus.	Developer fees \$60,000 Obj code 6200	The shade structure has been approved by the board and will be installed during the summer of 2016 but after July 1 st .	Developer fees \$0 Obj code 6200
Scope of service: LEA/School-wide		Scope of service: LEA/School-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Maintain the track on the East Campus.	LCFF \$1,000 Obj code 2300	The track was maintained on the East Campus.	LCFF \$1,000 Obj code 2300
Scope of service: LEA/School-wide		Scope of service: LEA/School-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, The district is maintaining and keeping up with the 5-year deferred maintenance plans projects.			

and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The shade structure is on schedule to be built during the summer and be in use at the beginning of the next school year. Additional funding opportunities are being sought to create a more formal track on the East Campus. Playground equipment will be purchased on the East Campus during the 2016-2017 school year.
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Original GOAL from prior year LCAP:	Goal 6: Improve parent participation, specifically in all subgroups.	Related State and/or Local Priorities: 1__ 2__ 3_ <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Arcohe	Applicable Pupil Subgroups: Hispanic, LI, EL, SWD
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Expected Annual Measurable Outcomes:	Parent participation in school and district decision making and in programs for unduplicated students and SWD up to at least 10% as measured by sign-in sheets.	Actual Annual Measurable Outcomes:	EL parent participation in the stakeholder group meeting stayed static at 7 people. The SWD parent attendance at the stakeholder meeting was up by 25% but only an increase of one more family (from 4 to 5).
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent participation dinners/evening meetings/trainings with incentives provided for parents and students.	Sup/Con \$1000 Obj code 4300	A family meal was offered to the EL parents.	LCFF \$52 Obj code 4300
Scope of service:	LEA/School-wide and for each identified subgroup	Scope of service:	LEA/School-wide
__ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>SWD</u>		__ALL OR: __Low Income pupils <u>x</u> English Learners __Foster Youth __Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>SWD</u>	
Provide incentives for parent participation (child	Sup/Con \$750	No families indicated they need babysitting	LCFF \$0

care/activities, food, etc.).		Obj code 4300	services.	Obj code 4300
Scope of service:	LEA/School-wide and for each identified subgroup		Scope of service:	LEA/School-wide
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		According to the parents at the meeting, they would like to see an increase use of Facebook, emails, texts and on-line materials. The district uses these modes to communicate with parents but can increase its use to better match the needs of the parents. Additional translation services may need to be added to accommodate these types of written communication.		

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:	\$330,321
These funds will be principally used to provide specific instructional aide time, after school bilingual tutoring and homework assistance. These are important at Arcohe because many families are unable to provide the needed academic support. They will also be used to incentivize parent participation with the EL families. In the past, we have found these types of directed activities have been effective in both helping students with	

daily work but also building the necessary English and academic skills to be successful in school long term. Getting parents involved in this process is also very vital. The services described in section 3B utilize at least this amount.

- 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.

11.28	%
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Per student funding is increased slightly. Arcohe’s LCFF funding, attributable to the number and concentration of low-income, foster youth and English learners is estimated at \$330,321. These funds will be used to provide specific instructional aide support, curricular enrichment, the addition of Native Spanish speaker instruction, the purchase of additional Spanish materials, professional development focus on our unduplicated students, after school bilingual tutoring and homework assistance, and additional summer school opportunities to help our unduplicated students become academically proficient. Overall program improvement (rigor) and enrichment are key local priorities. Services for unduplicated pupils at Arcohe must be increased or improved in this LCAP year by 11.28%, as calculated pursuant to 5 CCR 15496(a). Any additional improvement in services to the general school population also directly supports each of the subgroup’s students. This two-pronged approach allows us to target our subgroups with supplement/concentration funds but also continue to improve the instructional environment for all learners.

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).

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