

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: ARCOHE Union School District Contact (Name, etc.): Dr. Jim Shock, Superintendent, super@arcohe.net, 209.748.2313 LCAP Year: 2014

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: *efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for 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.</p> <p>Stakeholder input meetings: (Review of data points and LCAP process / brainstorming ideas / prioritizing of ideas)</p> <table border="0" data-bbox="296 375 1016 662"> <tr> <td>School Site Council</td> <td>February 4, 2014</td> </tr> <tr> <td>Arcohe Student Council</td> <td>February 5, 2014</td> </tr> <tr> <td>Teachers</td> <td>February 5, 2014</td> </tr> <tr> <td>Classified employees</td> <td>February 13 and and 27, 2014</td> </tr> <tr> <td>DELAC</td> <td>February 26, 2014</td> </tr> <tr> <td>Arcohe Parent Teacher Club</td> <td>March 3, 2014</td> </tr> <tr> <td>Special Ed. Parents</td> <td>March 11, 2014</td> </tr> </table> <p>Updates on process shared with the DAC (SSC serving as the LCAP District Advisory Committee – DAC – one Sp. Needs parent in addition to the regular SSC membership completes the representation for all significant subgroups) on March 4, April 1 and May 27, 2014 and input taken.</p> <p>Updates on progress shared with DELAC (serving as the EL Advisory Committee) on March 26, April 30, and May 21, 2014, and input taken.</p> <p>General LCAP information linked through the district website March 7, 2014.</p> <p>Consultation with the ATA (the Arcohe Teachers Association) March 11, 2014.</p> <p>Updates to the public and the Board of Trustees on March 13, April 24 and May 8, 2014.</p> <p>Initial draft of the LCAP made public on May 1, 2014 and posted on the District / school website.</p> <p>Request to community for submission of written comments on May 1, 2014.</p> <p>Public hearing and board presentation of the draft plan on May 8, 2014.</p> <p>Written response to stakeholder groups on May 16, 2014.</p>	School Site Council	February 4, 2014	Arcohe Student Council	February 5, 2014	Teachers	February 5, 2014	Classified employees	February 13 and and 27, 2014	DELAC	February 26, 2014	Arcohe Parent Teacher Club	March 3, 2014	Special Ed. Parents	March 11, 2014	<p>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.</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)
School Site Council	February 4, 2014														
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Involvement Process	Impact on LCAP
<p>Initial draft revised to reflect input May 9 – May 27, 2014. DAC approval of the draft was at the SSC meeting May 27, 2014. Plan revised on June 2, 2014 to reflect DAC recommendations. Public Hearing at Board meeting June 10, 2014. Draft plan revised to reflect public input June 11- 16, 2014. Revised LCAP posted on website on June 16, 2014 Board adoption of LCAP on June 19, 2014. Adopted LCAP sent to Sacramento County Office of Education June 20, 2014.</p>	

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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 “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?

- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
STAR, CAASPP and API scores are below 800 school-wide with a significant gap for sub groups (Hispanic, low income, EL and SP. Needs).	Goal #1 Achieve and maintain an API of at least 800 school-wide and close the gap for subgroups: Hispanic, low income, EL and Sp. Needs.	All and subgroups, Hispanic, low Income, EL and Sp. needs. (note: no FY subgroup at this time)	Arcohe		NA (scores not available from 2014 testing). All teachers will be highly qualified and assigned within their credentials. All students will be provided CCSS-aligned materials in ELD and math. Maintain 96% attendance rate.	Set new baseline for API and AYP. 55% of students will score at or above grade level on curriculum based tests in ELA and Math. 50% of students will score at or above grade level in all other subjects on curriculum based assessments.	School wide API of at least 800 and close the gap for all subgroups by 20%. 65% of students will score at or above grade level on curriculum based tests in ELA and Math. 55% of students will score at or above grade level in all other subjects on	1,2,4, LP1,3,4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Reduce rate for chronic absenteeism by 3%.	<p>API will be 775 or better.</p> <p>All teachers will be highly qualified and assigned within their credentials.</p> <p>All students will be provided CCSS-aligned materials in ELD and math.</p> <p>Maintain 96% attendance rate or better.</p> <p>Reduce the rate of chronic absentees by 5%.</p>	<p>curriculum based assessments.</p> <p>All teachers will be highly qualified and assigned with in their credentials.</p> <p>All students will be provided CCSS-aligned materials in all core academic subjects, including NGSS.</p> <p>Maintain 96% attendance rate or better.</p> <p>Reduce the rate of chronic absentees by 5%.</p>	
Currently no electives offered in grades 6-8.	Goal #2 Expand course offerings to include specific	All	Arcohe		Add at least one specifically credentialed teacher(s) to	Add at least one additional specifically credentialed	Add at least one additional specifically credentialed	5,6,7,8 LP 1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Only limited in-class enrichment subjects offered throughout the school. None of these are offered by subject specific credentialed teachers.	enrichment / elective classes at all grade levels				provide at least one enrichment course / subject (music) for all students at all grade levels.	teacher to provide at least one enrichment course / subject (Spanish) for all students at all grade levels.	teacher to provide at least one enrichment course / subject for all students at all grade levels.	
After school tutoring and activity offerings were requested by all stakeholder groups. After school tutoring will result in improved CST scores	Goal #3 Expand after school program offerings to increase student engagement.	ALL and specifically the EL subgroup	Arcohe		4-8 th grade students will be offered after school tutoring / activities. Maintain EL reclassification rate at 17%. 49% of the EL students will attain proficiency of the CELDT.	3 rd – 8 th grade students will be offered after school tutoring / activities. Baseline scores will be generated through CAASPP. Maintain EL reclassification rate at 17%. Establish new baseline for EL	3 rd – 8 th grade students will increase their CAASPP/API scores by at least 5 points school-wide and in all subgroups. Maintain EL reclassification rate at 17%. Increase proficiency of EL	1.4 LP 2,3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>At least 1 after school sports club/program will be offered for grades 7-8.</p> <p>Middle school dropout rate will maintain at 0%.</p> <p>Establish a base rate for suspensions and expulsions.</p>	<p>student proficiency on the ELPAC.</p> <p>At least 2 after school sports clubs/programs will be offered for grades 5-8.</p> <p>Middle school dropout rate will maintain at 0%.</p> <p>Reduce student suspensions over base year by 10%.</p> <p>Maintain or reduce expulsion rate over base year by 10%.</p> <p>Show an improvement in student, parent and teacher</p>	<p>students by 5% on the ELPAC.</p> <p>At least 3 after school sports clubs/programs will be offered for grades 5-8.</p> <p>Middle school dropout rate will maintain at 0%.</p> <p>Maintain or reduce expulsion rate over base year by 15%.</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
						perception of safety and school connectedness of at least 5% (overall) on the HKS.		
Technology is scarce and / or outdated for students and staff	Goal #4 Expand the availability of technology for students and staff.	All	Arcohe		Sets of tablets will be in rooms for all classes and teachers in grades 6-8.	Sets of tablets will be in rooms for all classes in grades 4-8. All teachers have access to an individual tablet. Updated projection systems for classrooms in grades 6-8.	Sets of tablets will be in all rooms. Provide projection systems for grades 4-6 classrooms.	1,7 LP1,5
Arcohe facilities range in age from about 50 years old to 8 years old.	Goal #5 Maintain and upgrade facilities and grounds.	All	Arcohe.		Complete deferred maintenance projects specified in the deferred	Complete deferred maintenance projects specified in the deferred	Complete deferred maintenance projects specified in the deferred maintenance plan.	1 LP4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					maintenance plan. Maintain a "good" or "better" on our annual facilities inspection.	maintenance plan. Maintain a "good" or "better" on our annual facilities inspection.	Maintain a "good" or "better" on our annual facilities inspection.	
Parent participation by subgroups is very low. Stakeholder input groups for EL and Sp. Needs were only represented by two families each in 2014.	Goal #6 Improve parent participation, specifically in all subgroups	Specific subgroups – Hispanic, low income, EL and Sp. Needs	Arcohe		Participation rate up to at least 10% of families in EL and Sp. needs subgroups in school decision making groups / activities.	Participation rate up to at least 15% of families in EL, Sp. needs and Hispanic subgroups in school decision making groups / activities.	Participation rate up to at least 20% of families in EL, Sp. Needs and Hispanic subgroups in school decision making groups / activities.	3

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1	1,2,4, LP1,3,4	PD on CCSS (including ELD standards) and new Math series.	LEA / School-wide.		LCFF \$50,000 Object code 4100 Title I \$10,000 Object code 1100 CCSS \$3,000 Implementation Object code 5800	Title I \$10,000 Object code 1100	Title I \$10,000 Object code 1100
Goal #1	1,2,4, LP1,3,4	Maintain 24:1 or better class size in primary grades (CSA).	LEA / School-wide at grades TK-3.		LCFF \$317,000 Object code 1100 LCFF \$63,000 Object code 3000’s EPA \$85,000 Object code 1100 EPA \$20,500 Object code 3000’s	LCFF \$60,000 Object code 1100	LCFF \$60,000 Object code 1100
Goal #1	1,2,4, LP1,3,4	Provide transportation to and from school.	LEA / School-wide.		LCFF \$40,000 Object code 2200 LCFF \$20,000 Object code 3000’s LCFF \$15,000 Object Code 4300 LCFF \$15,000 Object code 5600	LCFF \$40,000 Object code 2200 LCFF \$20,000 Object code 3000’s LCFF \$15,000 Object Code 4300 LCFF \$15,000	LCFF \$40,000 Object code 2200 LCFF \$20,000 Object code 3000’s LCFF \$15,000 Object Code 4300 LCFF \$15,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
						Object code 5600	Object code 5600
Goal #1	1,2,4, LP1,3,4	Provide transportation to and from school for sp. Needs students.	LEA / School-wide for special needs students.		LCFF \$8,000 Object code 2200 LCFF \$4,000 Object code 3000's LCFF \$3,000 Object code 4300 LCFF \$3,000 Object Code 5600	LCFF 8,000 Object code 2200 LCFF \$4,000 Object code 3000's LCFF \$3,000 Object code 4300 LCFF \$3,000 Object Code 5600	LCFF 8,000 Object code 2200 LCFF \$4,000 Object code 3000's LCFF \$3,000 Object code 4300 LCFF \$3,000 Object Code 5600
Goal #2	5,6,7,8 LP 1	Hire Highly qualified enrichment subject (Spanish, Art, music, etc.) teachers plus materials.	LEA / School-wide.		LCFF \$43,000 Object code 1100 LCFF \$3,000 Object code 4300	LCFF \$50,000 Object code 1100 LCFF \$4,000 Object code 4300	LCFF \$75,000 Object code 1100 LCFF \$5,000 Object code 4300
Goal #3	1,4 LP 2,3	After school tutoring /activities / sports for EL.	LEA / School-wide EL.		LCFF \$3,000 Object code 1105	LCFF \$3,500 Object code 1105	LCFF \$3,700 Object code 1105
Goal #4	1,7 LP1,5	Projection systems, classroom sets and teacher tablets.	LEA / School-wide.		CCSS implementation \$70,000 Object code 4400 Lottery \$18000 Object code 4300	Lottery \$30,000 Object code 4400	Lottery \$36,000 Object code 4400

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #5	1 LP4	Deferred maintenance per the adopted 5 year plan.	LEA / School-wide.		LCFF \$35,000 Object codes 5800.	LCFF \$60,000 Object codes 5800.	LCFF \$30,000 Object codes 5800.
Goal #6	3	Parent Participation dinners/evening meetings / trainings with incentives provided for parents and students.	LEA / School-wide Whole school and for each identified sub group.		LCFF \$500 Object codes 4300.	LCFF \$500 Object codes 4300.	LCFF \$500 Object codes 4300.

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1	1,2,4, LP1,3,4	Provide bilingual instructional aides in classes impacted with numbers of EL students.	LEA wide with an emphasis on lower grades.		LCFF \$42,700 Object code 2100 LCFF \$16,800 Object code 3000's Title I \$1,200 Object code 2100 Title I \$250 Object code 3000's Title III \$3,800 Object code 2000 Title III \$1,800 Object code 3000's	LCFF \$40,000 Object code 2100 LCFF \$15,000 Object code 3000's	LCFF \$40,000 Object code 2100 LCFF \$15,000 Object code 3000's
Goal #3	1,4 LP 2,3	Bilingual after school tutoring /activities.	LEA / School-wide after school tutoring.		LCFF \$1,500 Object code 1105	LCFF \$1,500 Object code 1105	LCFF \$1,500 Object code 1105
Goal #6	3,	Provide incentives for parent participation. (Child care/activities, food etc.)	LEA-wide EL and SP. Needs students / families.		LCFF \$500 Object code 4300	LCFF \$500 Object code 4300	LCFF \$500 Object code 4300

- C. Describe the LEA's increase in 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 school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Arcohe's LCFF funding is actually nearly equal to or lower overall because of declining enrollment. 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 approximately \$146,000. In addition to increased services to all students, these funds will be used to provide specific bilingual instructional aide support, curricular enrichment and after school bilingual tutoring and homework assistance. Overall program improvement (rigor) and enrichment are key local priorities. Because we are a one school district, most of our services are more appropriately provided LEA / school-wide. All significant subgroups are represented at each grade level and in each class. Therefore any improvement in services to the general school population directly supports each of the subgroup's students. The most effective way for Arcohe to serve our unduplicated count of students is to use most of the supplemental and concentration money in LEA / school-wide program improvements.

- D. 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). 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). 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.

Arcohe's supplemental and concentration funding is estimated at approximately \$80,000 as an increase over prior year. In addition to increased services to all students, these funds will be used to provide specific instructional aide time, after school bilingual tutoring and homework assistance. They will also be used to incentivize parent participation with all groups, including EL families. Services for unduplicated pupils at Arcohe must be increased or improved in this LCAP year by 5.99%, as calculated pursuant to 5 CCR 15496(a). The services describe in section 3B utilize at least this amount – subject to the explanation in section 3C.

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