Introduction:

LEA: Arcohe Union School District   **Contact (Name, etc.):** Dr. Jim Shock, Superintendent, super@arcohe.net, 209.748.2313   **LCAP Year:** 2015

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

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.
 	
Stakeholder input meetings: (Review of data points and LCAP process/brainstorming ideas/prioritizing of ideas)
    School Site Council   Apr. 7, 2015
    Arcohe Student Council   Feb 11, 2015
    Teachers   Apr. 22, 2015
    Classified and LEA Employees   Apr. 28 and 29, 2015
    DELAC   Feb. 26 and Mar. 26, 2015
    Arcohe Parent Teacher Club Apr. 21, 2015
    Special Ed. Parents   May 5, 2015
 	
A summary of all stakeholder groups' input was presented to the Board of Trustees at their regular meeting on May 14, 2015.   The summary was posted on the
	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.
	
	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

School's website on May 18, 2015 and distributed to all stakeholder groups as listed above.

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 26, 2015, and input taken. This group also represents low income families. We have no foster youth at this time.

General LCAP information linked through the district website on May 18, 2015 and June 11, 2015.

Updates to the public and the Board of Trustees on May 14, 2015.

Initial draft of the LCAP made public on May 26, 2015 and posted on the district/school website.

Request to community for submission of written comments on May 28, 2015.

DAC review and approval of the draft May 26, 2015.

Plan revised on May 27, 2015 to reflect DAC recommendations.

Initial draft revised to reflect input May 27 – 28, 2015.

Response to all stakeholder groups on May 28, 2015 and DAC and DAC on June 11, 2015.

Consultation with Arcohe Teachers Association on June 10, 2015.
There is no other bargaining unit in Arcohe.

Public Hearing at Board meeting on June 11, 2015 for both the LCAP and the budget.

follows:

Major goal areas:
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)

Minor goal areas:
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)

These local priority goals are continued this year.

In 2015 input was gathered from each stakeholder group. The initial meeting 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.

The draft was then posted on line and presented to the DAC. The initial draft was revised to include input from

	the DAC.
Draft plan revised to reflect public input June 11 – 15, 2015. Revised LCAP posted on website on June 15, 2015. Board adoption of LCAP on June 18, 2015 (prior to budget adoption). Adopted LCAP sent to County Office of Education on June 19, 2015.	The second draft was then posted on the website and written response for the community were requested. No written comments were received. No written comments were received.
Annual Update: Regular updates were provided to the Board throughout the year. Administrative staff met regularly to review progress and assure implementation. Stakeholder groups met and their input was combined and summarized. Data and progress were reviewed on the dates noted in section above. District advisory committee met on May 26, 2015	**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. 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.

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: 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 Learners (EL), and Students with Disabilities (SWD).	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8_X_ Local : Specify _1, 3, 4_____

Identified Need :	STAR, CAASPP, and API scores were below 800 school-wide with a significant gap for sub groups (Hispanic, LI, EL, and SWD). (Because Arcohe is a K-8 school district, there are no metrics for A-G requirements, Career Technical Education, the Advanced Placement Exam, Early Assessment Program, or High School graduation and dropout rates.)

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	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 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development (PD) on the Common Core State Standards (CCSS) (including English Language Development (ELD) standard) and math. .	LEA/ School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Title I $10,000 Object code 1100

		__Other Subgroups:(Specify)_____	
Maintain 24:1 or better class size in primary grades (GSA).	LEA/ School-wide at grades TK-3	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) Grades TK-3	LCFF $321,000 Object code 1100 LCFF $57,000 Object code 3000's EPA $90,000 Object code 1100 EPA $25,000 Object code 3000's
Provide transportation to and from school.	LEA/ School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF $50,000 Object code 2200 LCFF $25,000 Object code 3000s LCFF $9,000 Object code

			4300
Provide transportation to and from school for SWD.	LEA/ School-wide for SWD	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__SWD_____	LCFF $8,000 Object code 2200 LCFF $4,000 Object code 3000s LCFF $3,000 Object code 4300 LCFF $2,000 Object code 5600
Provide bilingual instructional aides in classes impacted with the highest numbers of EL students.	LEA-wide with an emphasis on lower grades	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) Emphasis on lower grades	Sup/Con $42,700 Object code 2100 Sup/Con $17,000 Object code 3000s Title I $2400 Object code 2100 Title I

			$500 Object code 3000's Title III $3700 Object code 2000 Title III $1,800 Object code 3000's
Provide additional paraprofessional support for classes with enrollments over 34.	LEA-wide with an emphasis on lower grades	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF $4,000 Object code 2100

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	1) School-wide API of at least the new standard set by the state on the CAASPP and close the gap for all subgroups by 10%. 2) 60% of students will score at or above grade level on curriculum based tests in ELA and math. 3) 55% of students will score at or above grade level in other subjects on curriculum-based assessments. 4) All teachers will be highly qualified and assigned within their credentials. 5) All students will be provided CCSS-aligned materials in all core academic subjects where materials are available.(ELD (for ELL), Science, Social Studies, other) 6) Chronic absenteeism will be limited to 4 students (or two families) or less.

7) 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	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title I $10,000 Object code 1100
Maintain 24:1 or better class size in primary grades (GSA)	LEA/ School-wide for grades Tk-3	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) Grades Tk -3_	LCFF $321,000 Object code 1100 LCFF $57,000 Object code 3000's EPA $90,000 Object code 1100 EPA $25,000 Object code 3000's
Provide additional paraprofessional support in any classroom that has more than 34 students	LEA/ School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF $4,000 Object code 2100

Provide bilingual paraprofessional support in all classes impacted with high numbers of EL students	LEA/ School-wide for EL students	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Emphasis on lower grades__	LCFF $42,700 Object code 2100 LCFF $17,000 Object code 3000s Title I $2400 Object code 2100 Title I $500 Object code 3000's Title III $3700 Object code 2000 Title III $1,800 Object code 3000's
Provide transportation to and from school.	LEA/ School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF $50,000 Object code 2200

			LCFF $25,000 Object code 3000s LCFF $9,000 Object code 4300
Provide transportation for SWD to and from school.	LEA/ School-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)____	LCFF $8,000 Object code 2200 LCFF $4,000 Object code 3000s LCFF $3,000 Object code 4300 LCFF $2,000 Object code 5600

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	1) School-wide API of at least the new standard set by the state on the CAASPP and close the gap for all subgroups by 15%. 2) 65% of students will score at or above grade level on curriculum based tests in ELA and math. 3) 60% of students will score at or above grade level in other subjects on curriculum-based assessments.

4) All teachers will be highly qualified and assigned within their credentials.

5) All students will be provided CCSS-aligned materials in all core academic subjects where materials are available.(ELD (for ELL students), Science , Social Studies, ELD)

6) Chronic absenteeism will be limited to 4 students (or two families) or less.

7) 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	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Title I $10,000 Object code 1100
Maintain 24:1 or better class size in primary grades (GSA)	LEA/ School-wide for grades Tk-3	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: (Specify)_Grades Tk - 3_____	LCFF $321,000 Object code 1100 LCFF $57,000 Object code 3000's EPA $90,000 Object code 1100 EPA $25,000

			Object code 3000's LCFF
Provide additional paraprofessional support in any classroom that has more than 34 students	LEA/ School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	LCFF $4,000 Object code 2100
Provide bilingual paraprofessional support in all classes impacted with high numbers of EL students	LEA/ School-wide for EL students	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)__Priority given to lower grades	LCFF $42,700 Object code 2100 LCFF $17,000 Object code 3000s Title I $2400 Object code 2100 Title I $500 Object code 3000's Title III $3700 Object code 2000 Title III

			$1,800 Object code 3000's
Provide transportation to and from school.	LEA/ School- wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	LCFF $50,000 Object code 2200 LCFF $25,000 Object code 3000s LCFF $9,000 Object code 4300

Provide transportation to and from school for SWD	LEA/ School- wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: (Specify)_____SWD_____	LCFF $8,000 Object code 2200 LCFF $4,000 Object code 3000s LCFF $3,000 Object code 4300 LCFF $2,000 Object code

				5600

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 :	Currently no electives are offered in grades 6-8. Only limited in-class enrichment subjects are offered throughout the school. None of these are offered by subject-specific credentialed teachers.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1) Add at least two additional specifically credentialed teacher(s) to provide at least two enrichment course/subject (Music and Spanish) for all students at all grade levels.

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	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF $45,000 Object code 1100 LCFF $6,000 Object code 4300

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1) Add at least 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	LEA/	_X_ALL	LCFF

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(subjects: Spanish, music, art, etc.) and purchase materials.	School-wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$75,000 Object code 1100 LCFF $5,000 Object code 4300

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	1) 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, PE, etc.) and purchase materials.	LEA/ School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	LCFF $105,000 Object code 1100 LCFF $5,000 Object code 4300

		Related State and/or Local Priorities:
GOAL:	Goal 3: Expand after school program offerings to increase student engagement.	1_X_ 2__ 3__ 4_X_ 5X_ 6X_ 7__ 8X_ COE only: 9__ 10__ Local : Specify __2, 3_____

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: 2015-16
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 appropriate subjects and set a baseline for growth measurement. 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) Maintain pupil suspension rate of 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After school tutoring/activities for EL students.	LEA/	__ALL	LCFF $3,000

	School-wide for EL students	OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Object code 1105
Provide after school activities / tutoring for all students in grades 3-8.	LEA/ School-wide for students in grades 3-8.	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____Grades 3-8___	LCFF $5,000 Object code 1105

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1) 3rd through 8th grade students will increase their CAASPP/API scores by at least 5 points school-wide and in all subgroups. 2) At least 3 after school sports clubs/PE programs will be offered for grades 4-8. 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) Implementation of a summer learning program for EL students 6) Middle school dropout rate will maintain at 0%. 7) Maintain pupil suspension rate of 25 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.

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 _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF $3,000 Object code 1105
Provide after school activities / tutoring for all students in grades 3-8.	LEA/ School-wide for students in grades 3-8.	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____Grades 3-8_____	LCFF $5,000 Object code 1105
Provide summer learning program for all EL students.	LEA/ School-wide for EL students	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF $30,000 Object code 1105

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1) 3rd through 8th grade students will increase their CAASPP/API scores by at least 5 points school-wide and in all subgroups. 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) At least 3 after school sports clubs/PE programs will be offered for grades 4-8.

5) Implement and or maintain of a summer learning program for EL and academically at risk students.

6) Middle school dropout rate will maintain at 0%.

7) Maintain pupil suspension rate of 24 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.

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 _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	LCFF $3,000 Object code 1105
Provide after school tutoring / activities for students in grades 3-8.	LEA/ School-wide for students in grades	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: (Specify)__Grades 3-_____	LCFF $5,000 Object code 1105

	3-8.		
Provide summer learning program for EL students and for students academically at risk.	LEA/ School-wide for EL students	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: (Specify)__students academically at risk	LCFF $60,000 Object code 1105

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: 2015-16

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.

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	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Lottery $50,000 Object code 4400

PD for staff in using new technology to strengthen student learning.	LEA/ School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Lottery $5,000 Object code 4400

LCAP Year 2: 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 grades 4-5 classrooms.		
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	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Lottery $50,000 Object code 4400
PD for staff in using new technology to improve student learning.	LEA/ School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Lottery $3,000 Object code 4400

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1) All poorly functioning computers in the computer lab will be replaced. 2) New desk top computers will be provided for the library media center on both campuses. 3) Projection systems will be provided for grades all classrooms.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Update computers in computer lab.	LEA/ School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Lottery $20,000 Object code 4400

Update computer in library and media center	LEA/ School- wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Lottery $3,000 Object code 4400
Provide projection systems in all classrooms.	LEA/ School- wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Lottery $12,000 Object code 4400
Install improved connectivity between Main and East campuses.	LEA/ School- wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Lottery $35,000 Object code 4400

		Related State and/or Local Priorities:
GOAL:	Goal 5: Maintain and upgrade facilities and grounds.	1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _4_____
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: 2015-16		
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	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF $75,000 Object code 5800
Provide a shade structure on the East Campus	LEA/ School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Developer fees $60,000 Object code 6200
Maintain the track on the east campus	LEA/ School-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF $1,000 Object code 2300

LCAP Year 2: 2016-17

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	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Upper grade campus	LCFF $60,000 Object code 5800
	LEA/	_X_ALL	Developer

	Scope of Service	Pupils to be served within identified scope of service	
Expand playground and equipment on East Campus.	School-wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Upper grade campus	fees $5,000 Object code 5800

LCAP Year 3: 2017-18	
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.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	LCFF $65,000 Object code 5800

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 two families each in 2014. (Approximately 1%)	
Goal Applies to:	Schools:	Arcohe
	Applicable Pupil Subgroups:	Hispanic, LI, EL, SWD

LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	1) 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.

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	__ALL OR: _Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_SWD_____	Sup/Con $1000 Object code 4300
Provide incentives for parent participation (child care/activities, food, etc.).	LEA/School-wide and for each identified subgroup	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_SWD_____	Sup/Con $750 Object code 4300

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1) 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	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__SWD_____	LCFF $1000 Object code 4300
Provide incentives for parent participation (child care/activities, food, etc.).	LEA/School-wide and for each identified subgroup	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____SWD_____	LCFF $750 Object code 4300

LCAP Year 3: 2017-18

Expected Annual Measurable	1) Parent participation in school and district decision making and in programs for unduplicated students and SWD up to at least 20% as measured by sign in sheets.

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	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: (Specify)___SWD_____	LCFF $1000 Object code 4300
Provide incentives for parent participation (child care/activities, food, etc.).	LEA/ School-wide and for each identified subgroup	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: (Specify)___SWD_____	LCFF $750 Object code 4300

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

Annual Update

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	Goal 1: Achieve and maintain an API of at least 800 school-wide and close the gap for subgroups: Hispanic, LI, EL, and SWD.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _1, 3, 4_____

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

Expected Annual Measurable Outcomes:	1) All teachers will be highly qualified and assigned within their credentials. 2) All students will be provided CCSS-aligned materials in EL and math. 3) Maintain 96% attendance rate.	Actual Annual Measurable Outcomes:	All teachers except one were highly qualified. One long term sub filled a position that we were unable to fill with a highly qualified teacher. All students were provided CCSS aligned materials in EL and in Math. As of May 18 the annual attendance rate was 96.08%

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual

					Expenditures
PD on CCSS (including ELD standards) and new math series.		LCFF $50,000 Object code 4100 Title I $10,000 Object code 1100 CCSS Implement-ation $3,000 Object code 5800	All teachers were provided PD on CCSS (including ELD) and the new math series.		LCFF $47,000 Object code 4100 Title I $13,000 Object code 1100 CCSS Implement-ation $5,000 Object code 5800
Scope of service:	LEA/School-wide		Scope of service:	LEA/School-wide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Maintain 24:1 or better class size in primary grades (GSA).		LCFF $317,000 Object code 1100 LCFF $63,000 Object code 3000's	Class size maintained at 19 to one in grades Tk – 3, as of May 18, 2015.		LCFF $321,000 Object code 1100 LCFF $57,000 Object code 3000's

	EPA $85,000 Object code 1100 EPA $20,500 Object code 3000's			EPA $90,000 Object code 1100 EPA $25,000 Object code 3000's
Scope of service: LEA/School-wide, grades TK-3			**Scope of service:** LEA/School-wide, grades TK-3	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) <u>Grades TK-3</u>			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__<u>Grades Tk-K</u>_____	
Provide transportation to and from school.	LCFF $40,000 Object code 2200 LCFF $20,000 Object code 3000s LCFF $15,000 Object code 4300 LCFF	All students who chose to use the district service were provided transportation to and from school.		LCFF $50,000 Object code 2200 LCFF $28,000 Object code 3000s LCFF $22,000 Object code 4300 LCFF

	$15,000 Object code 5600		$9,000 Object code 5600
Scope of service: LEA/School-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		LEA/School-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide transportation to and from school for SWD.	LCFF $8,000 Object code 2200 LCFF $4,000 Object code 3000s LCFF $3,000 Object code 4300 LCFF $3,000 Object code 5600	All SWD wanting or needing transportation to and from school were provided the service.	LCFF $8,400 Object code 2200 LCFF $4,600 Object code 3000s LCFF $2,900 Object code 4300 LCFF $2,000 Object code 5600
Scope of service: LEA/School-wide for SWD		**Scope of service:** LEA/School-wide for SWD	

__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_SWD_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____SWD_____	
Provide bilingual instructional aides in classes impacted with numbers of EL students.	LCFF $42,700 Object code 2100 LCFF $16,800 Object code 3000s 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	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 most needy students,	LCFF $42,700 Object code 2100 LCFF $17,000 Object code 3000s Title I $2400 Object code 2100 Title I $500 Object code 3000's Title III $3700 Object code 2000 Title III $1,800 Object code

		3000's			3000's
Scope of service:	LEA/School-wide		Scope of service:	LEA/School-wide	
__ALL			__ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups :(Specify) Emphasis on lower grades.			OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_ Emphasis on lower grades_		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The previous standard of 800 is no longer available nor relevant. In the process of changing to the standard number through the CAASPP the spring 2016 number will be used as a baseline with the goal still being to meet the state standard and, maintain this score and reduce the gap for all sub groups. Unusually large classes should be provided extra aide time.				

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_X_ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _1_____
Goal Applies to:	Schools: Arcohe	
	Applicable Pupil Subgroups: Hispanic, LI, EL, SWD	

Expected Annual Measurable Outcomes:	1) Add at least one specifically credentialed teacher(s) to provide at least one enrichment course/subject (music) for all students at all grade levels.	Actual Annual Measurable Outcomes:	We were unable to hire enrichment teachers. Recruiting qualified teachers was unsuccessful.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
	LCFF	Jobs were offered to a music teacher but she	LCFF

Hire highly qualified enrichment teachers (subjects: Spanish, art, music, etc.), plus purchase materials.	$43,000 Object code 1100 LCFF $3,000 Object code 4300	never reported for service. Recruiting efforts were unsuccessful.	$0 Object code 1100 LCFF $0 Object code 4300
Scope of service: LEA/School-wide _X_ALL - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After year-long recruiting attempts and the music position being offered to two candidates the district was unable to find a qualified candidate. Mid-year the search began for a Spanish teacher and no viable applications were received. Increased recruiting efforts were implemented in the Spring of 2015 with the expectation to find suitable candidates and fill both positions for the fall of 2015.		

		Related State and/or Local Priorities:
Original GOAL from prior year LCAP:	Goal 3: Expand after school program offerings to increase student engagement.	1_X_ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _2, 3_____

Goal Applies to:	Schools:	Arcohe		
	Applicable Pupil Subgroups:	Hispanic, LI, EL, SWD		
Expected Annual Measurable Outcomes:	1) 4th-8th grade students will be offered after school tutoring/activities. 2) EL students increase their reclassification rate		Actual Annual Measurable Outcomes:	1) Afterschool tutoring was offered to all students in grades 4 -8. 2) The EL reclassification rate went from 42% (33

	by 10% over base year (13-14).			students) to 39% (33 students). (Based on actual individual data at the school site.)
	3) At least one after school sports club/program will be offered for grades 7-8.			3) Track was offered as an after school sport (including study hall/tutoring for all students in grades 6-8.
	4) Middle school dropout rate will maintain at 0%.			4) The middle school dropout rate maintained at 0%.
	5) Pupil suspension and expulsion rates will maintain or improve.			5) The pupil suspension rate improved. There were 34 in 2013-14 and as of May 18th there have been 26 in 2014-15. The expulsions rate was 0 for both years.

LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
After school tutoring/activities/sports for EL students.		LCFF $3,000 Object code 1105	After school tutoring was offered to all EL students.	LCFF $3,400 Object code 1105
Scope of service:	LEA/School-wide		Scope of service:	LEA/School-wide	
__ALL			__ALL	
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Bilingual after school tutoring/activities.		LCFF $1,500	After school tutoring was offered to all EL students.	LCFF $800

		Object code 1105			Object code 1105
Scope of service:	LEA/School-wide		Scope of service:	LEA/School-wide	
__ALL			__ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The EL reclassification rate went down, although the number was still 33. More after school activities will be offered to support and increase school success for all students. Future years should specify those attaining "proficient" (level 4 or 5). Instructional aide time should be added for extremely large classes. Summer learning programs should be implemented for EL and other at risk students.				

Original GOAL from prior year LCAP:	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_____
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 and teachers in grades 6-8.	Actual Annual Measurable Outcomes:	1) Tablet computers were provided for every student and teacher in grades 5-8.

LCAP Year: 2014-15

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

Projection systems, classroom sets, and teacher tablets will be purchased.	CCSS Implementation $70,000 Object code 4400 Lottery $18,000 Object code 4400	iPads were provided to every student and teacher in grades 5-8.	CCSS Implementation $75,000 Object code 4400 Lottery $35,000 Object code 4400

Scope of service:	LEA/District-wide, Grades 6-8		Scope of service:	LEA/District-wide, Grades 6-8	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Grades 6-8_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)____Grades 5-8_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This year we were actually able to get ahead of plan by offering individual tablet computers to one grade level more than planned. We are looking forward finding a sustainable solution to the Wi-Fi connectivity issues on the East campus. PD should be added for staff in the area of technology.

Original GOAL from prior year LCAP:	Goal 5: Maintain and upgrade facilities and grounds.	Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _4_____
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	Hispanic, LI, EL, SWD	
Expected Annual	1) Complete deferred maintenance projects specified in the deferred maintenance plans.	Actual Annual	1) All deferred maintenance projects per the 5 year plan were completed.

Measurable Outcomes:			Measurable Outcomes:		
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Deferred maintenance per the adopted 5-year plan.		LCFF $35,000 Object codes 5800	All projects in the 5-year deferred maintenance plan were completed.		LCFF $60,000 Object codes 5600 6200
Scope of service:	LEA/School-wide		Scope of service:	LEA/School-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district is maintaining and keeping up with the 5 year deferred maintenance plans projects. Additional resources need to make available to provide a shade structure and additional grounds / equipment for the student on the East campus.				

Original GOAL from prior year LCAP:	Goal 6: Improve parent participation, specifically in the subgroups.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Arcohe	
	Applicable Pupil Subgroups: Hispanic, LI, EL, SWD	

Expected Annual Measurable Outcomes:	1) Participation rate up to at least 10% of families in EL and SWD subgroups in school activities as measured by sign in sheets.	**Actual Annual Measurable Outcomes:**	1) EL parent participation in the stakeholder group meeting was up but was much lower than 10% of families (from 5 parents to 7 at the stakeholder meeting.) The SWD parent attendance at the stakeholder meeting was double the previous year but still only represented 4 families.	

<div align="center">LCAP Year: 2014-15</div>

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Parent participation dinners/evening meetings/trainings with incentives provided for parents and students.		LCFF $500 Object code 4300	A family meal was offered to the EL parents.		LCFF $200 Object code 4300
Scope of service:	LEA/School-wide		Scope of service:	LEA/School-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__SWD_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____SWD_____		
Provide incentives for parent participation (child care/activities, food, etc.).		LCFF $500 Object code 4300	Child care and food was available at the EL meeting.		LCFF $200 Object code 4300
Scope of service:	LEA/School-wide		Scope of service:	LEA/School-wide	
_X_ALL			_X_ALL		
OR:			OR:		

__Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_SWD_____		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	More effort needs to be put into contacting the parents and inviting / encouraging them to attend school functions.		

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

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

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

   Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, 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:	$ 219,357_____
In addition to increased services to all students, these funds will used to provide specific instructional aide time, after school bilingual tutoring and homework assistance. These are important at Arcohe be cause many families are unable to provided the needed academic support. They will also be used to incentivize parent participation with the EL families. The services described in section 3B utilize at least this amount. 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 the significant subgroups is to use most of the supplemental and concentration money in LEA / school-wide program improvements.

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.

| 8.54 | % |

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 $219,357. In addition to increased services to all students, these funds will be used to provide specific instructional aide support, curricular enrichment and after school bilingual tutoring and homework assistance with a focus on quality as well as quantity. 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 8.54%, as calculated pursuant to 5 CCR 15496(a).

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).

1-13-15 [California Department of Education]