

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: Ducor Union Elementary School District

Contact: Isidro Rodriguez, Superintendent Email: irodriguez@ducorschool.com Phone: 559-534-2261 Plan Year 2016***Local Control and Accountability Plan and Annual Update*****Executive Summary**

The purpose of the Local Control Funding Formula (LCFF) and the supplemental and concentration grant funding is to close the achievement gap between high performing groups (usually White and Asian not economically disadvantaged) and other students. Districts with high concentrations of English learners, low income students, and foster youth receive these supplemental and concentration grant funds to increase services for these subgroups. In English Language Arts, based on the first year of testing in CAASPP, the achievement gap between Ducor students and the highest performing state subgroup is: 46% schoolwide; 44 % Low Income; and 44% English learner. In Mathematics, the gap is: 39% schoolwide; 16% low income; and 19% English learners. In addition, the state expects achievement by all students to increase each year. Closing the achievement gap means that low income students and English learners at Ducor must increase performance by a greater amount than the statewide average. This is a challenge that the Ducor school community takes very seriously and accepts eagerly. Steps taken thus far show very good results with third graders outperforming their peers statewide. Those efforts continued to show results in the evaluation of last year's Local Control and Accountability Plan (LCAP). The 2016 LCAP continues to deepen and expand successful approaches and strategies.

Each of the eight state priorities plays an important role in student achievement. Conditions of Learning (Priorities 1,2 and 7) include highly qualified and well-trained teachers, a broad curriculum that is aligned to state standards and the state accountability system, facilities that create a positive environment for learning, instructional materials for core instruction and for differentiating instruction to account for multiple learning needs and styles, and a broad course of study that challenges students in all academic areas. Student Outcomes (priorities 4 and 8) involves providing multiple opportunities for student learning including extended learning time, opportunities to practice and enhance learning beyond the classroom, and accelerated learning opportunities. Engagement (priorities 3, 5, and 6) includes critical parent involvement activities and student engagement activities to connect parents and students to the learning community of the school as well as the learning climate at the school. All of these work together to assure that every student is engaged in the process of learning and has the opportunity to learn. Last year Ducor concentrated on stopping the high teacher turnover rate at our school by attending to teacher salaries and benefits and teaching conditions. With a stable, highly qualified teaching force, Ducor is able to build on success and move forward.

This year, the district again examined the state's eight priorities, setting targets for key elements of each and evaluating where the district stands in each as it moves forward. The evaluation examined local and state data, where available, and used local surveys, focus groups, and interviews validated by administrative monitoring. The findings of this evaluation formed the basis of the district's Annual Update in this Local Control Accountability Plan. Further, it helped planners set targets related to annual outcomes in the district's three LCAP goals.

Goal 1: State standards in English Language Arts and Mathematics will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all students and all subgroups. Conditions of learning improvements and pupil and parent engagement improvements will result in improved student achievement and reduced risk factors.

Goal 2: English Language Development standards and exemplary practices for teaching English learners will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all English learners.

Goal 3: Develop new and improve existing parent and school partnership with teachers and to involve parents in our student's future learning through support and ideas at home that will transfer to our school environment.

Supplemental and Concentration grant funding is invested in the state priorities as follows:

goal 1	\$ 185,180	49%
goal 2	\$ 70,000	19%
goal 3	\$ 120,065	32%
	\$ 375,245	

Ducor LCAP goals will be achieved through the district's investment of supplemental and concentration grant funds in the following strategies to improve student achievement.

Provide access to 21 st century technology and skills	\$ 25,000
Provide hands-on experiential learning	\$ 5,000
Provide standards-based core instructional materials	\$ 40,000
Assure that all students have materials for differentiated instruction	\$ 74,180
Maximize parent involvement	\$ 35,000

Provide ongoing professional development and support	\$ 30,000
Provide safe secure learning environment	\$ 85,065
Provide home to school transportation	\$ 46,000
Provide high quality rigorous curriculum in a broad course of study	\$ 35,000
	\$ 375,245

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The development of the 2016 LCAP is integrated with the development of the Annual Update described below. Beginning in October, the superintendent made regular monthly status reports to all stakeholders in order to keep everyone informed of progress. Beginning in January, the status reports shifted to evaluation and development of the Annual Update, which then led to development of the new LCAP. School board members attended regular monthly meetings with all other</p>	<p>Multiple changes were made to the LCAP for the 2016-17 school year based on input from stakeholders. The process greatly improved communication, strategic planning and vision for the students at Ducor. Parents in grades K-3 wanted more music and physical education for their students. Parents of grades 4-8 wanted to have more instructional</p>

stakeholders. By May, the superintendent was ready to present a draft of the 2016 LCAP to the school board members for review. By the end of May, the superintendent was ready to share the draft to all stakeholders during the monthly meetings. The LCAP was then sent to Tulare County Office of Education for review. In June, the LCAP was ready to share with the public for public viewing and comments. The LCAP was then approved by the local school board members. The LCAP then is returned to TCOE for final approval.

The LCAP has presented to parents, students and school employees to gather their ideas and suggestions to help better the school and student learning via environmentally, academically or socially. Parents have become involved. Parents are listening and asking questions about the planning and ideas parents have too. The employees have also begun to communicate with the school administrator. The employees have made their own suggestions, aligning their ideas with the parents. The LCAP has become a guide for parents, school employees and the school administrator to meet the goals for the students to meet and succeed. The LCAP will become a qualitative data resource in which Ducor School officials can reflect on the history of the schools performance and to make adjustments and improvements for future expenditures for student and parent improvement.

For future goals, the school and community members will continue to meet through official and unofficial meetings. ELAC/DELAC, Migrant, Student Site Counsel, Parent meeting and more. The parents are always welcome to visit the school as well as speak with the administrator on site at any time. School employees are also encouraged to speak to parents and students. Employees that do live in the surrounding town are encourage to continue to have an open communication with parents, encourage parents to be involve with school functions, volunteer time in their students classroom as well as visit the school to speak with teachers and administrators.

Meeting dates:

- 1) September 14: School board members, community members, school employees
- 2) September 23: employees, classified, certificated, union representatives, student site council
- 3) September 28; parents, community members, unduplicated student parent, exceptional needs student parents, stakeholders, school employees, parents,

materials targeting ELD as well as music, arts and craft, cooking and after school sports. Technology was another concern for parents. Parents were interested in having laptops for students. Ducor School and Ducor Telephone Company partnered to help register parents and many other family members to purchase their own internet service. Ducor school after school tutoring services help stem the beginning ideas to have a future preschool at Ducor School. Parents enjoyed the idea of a teacher tutor teaching young children the basic academic foundations, preparing student s to be ready to enter the kindergarten grade level at or above the entry standards. Finally, the school staff members reflected on the weekly meetings to be positive. The overall discussions and meetings allowed collaboration to occur within grade levels. Ducor staff members were also provided a coach to assist with their questions and or concerns in regards to the ELA program. The coach provided extra support for teachers to provide the necessary support for all English Language Learners.

This collaboration has been a positive result stemming from the LCAP initiative to collaborate.. These changes are signs of student, staff and parent involvement. This year will be an improvement for parents, students and school relationship to not only have success for the students but the success for parent collaboration with the school.

Stakeholder Discussions and recommendations:

- 1) Review 2014-15 LAP plan, goals and services provided, goals to meet, goals met, budget review
- 2) Review 2014-15 LAP plan, goals and services provided, goals to meet, goals met, budget review
- 3) Review 2014-15 LAP plan, goals and services provided, goals to meet, goals met, budget review

<p>school board members, DELAC</p> <p>4) October 12: School board members, community members, school employees</p> <p>5) October 21: employees, classified, certificated, union representatives, student site council</p> <p>6) October 26; parents, community members, unduplicated student parent, exceptional needs student parents, stakeholders, school employees, parents, school board members, DELAC</p> <p>7) November 10: School board members, community members, school employees</p> <p>8) November 30: parents, community members, unduplicated student parent, exceptional needs student parents, stakeholders, school employees, parents, school board members, DELAC</p> <p>9) December 8: School board members, community members, school employees</p> <p>10) January 12: School board members, community members, school employees</p> <p>11) January 20: employees, classified, certificated, union representatives, student site council</p> <p>12) January 25: parents, community members, unduplicated student parent, exceptional needs student parents, stakeholders, school employees, parents, school board members, DELAC</p> <p>13) February 9: board members, community members, school employees</p> <p>14) February 24: employees, classified, certificated, union representatives, student site council</p> <p>15) February 29: parents, community members, unduplicated student parent, exceptional needs student parents, stakeholders, school employees, parents, school board members, DELAC</p> <p>16) March 8: board members, community members, school employees</p> <p>17) March 28: parents, community members, unduplicated student parent, exceptional needs student parents, stakeholders, school employees, parents, school board members, DELAC</p> <p>18) April 12: board members, community members, school employees</p> <p>19) April 20: employees, classified, certificated, union representatives, student site council</p> <p>20) April 25: parents, community members, unduplicated student parent, exceptional needs student parents, stakeholders, school employees, parents, school board members, DELAC</p> <p>21) May 10: board members, community members, school employees</p>	<p>4) Review goals and actions, suggestions, ideas for next year LCAP</p> <p>5) Review goals and actions, suggestions, ideas for next year LCAP</p> <p>6) Review goals and actions, suggestions, ideas for next year LCAP</p> <p>7) Review ELA/ELD program, after school ESL program, pre-kinder program</p> <p>8) Review ELA/ELD program, after school ESL program, pre-kinder program</p> <p>9) Ideas music, choir, cafeteria cook, PE teachers</p> <p>10) Ideas music, choir, cafeteria cook, PE teachers</p> <p>11) Ideas music, choir, cafeteria cook, PE teachers</p> <p>12) Ideas music, choir, cafeteria cook, PE teachers</p> <p>13) Discussed added building, pre-k program, PE teacher, ELA curriculum</p> <p>14) Discussed added building, pre-k program, PE teacher, ELA curriculum</p> <p>15) Discussed added building, pre-k program, PE teacher, ELA curriculum</p> <p>16) Review each goal and actions, suggestions to improve, change, add, delete</p> <p>17) Review each goal and actions, suggestions to improve, change, add, delete</p> <p>18) Actions and goals template, cost analysis, modify existing plan, add ideas, suggestions</p> <p>19) Actions and goals template, cost analysis, modify existing plan, add ideas, suggestions</p> <p>20) Actions and goals template, cost analysis, modify existing plan, add ideas, suggestions</p> <p>21) Presented draft 2016 LCAP plan</p>
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<p>Annual Update: Beginning January 2016, Ducor School has prepared and scheduled one meeting a month. Parents, school employees, students, certificated and classified union representatives and school board members were all invited to attend. The meetings began with 20-25 parent attendance. Continued attempts communicating with the all stakeholders were done prior to each schedule meeting. Phone messages, texting messages, school wide announcements as well as flyers sent home. By the third and fourth meetings, parents attended. Each meeting the administrator explained the LCAP in English and Spanish. Every meeting discussed ideas to help support students in class. Each meeting completed one and one half hour.</p> <p>The objective for each meeting is to have goals to meet for student second language learners improvement and parent/school communication improvement. Data was shared about student enrollment, attendance, suspension, expulsion, tardiness as well as perfect attendance. Data was shared with the members about the second language learners in each grade level. Using the CELDT test, the data showed how many students were taking the test, passing the test each year, reclassifying students each year as well as monitoring student success for two years. Data was discussed how often parents and school official met. This data was shown to be low in all areas of school support, parent involvement. After discussing the data, goals were identified. The parents suggested that they would like evening classes for parents to learn English. Another idea was to have monthly meetings to discuss parent concerns. And finally, to help second language learners, parents and school officials discussed more reading at home in English as well as more discussions in English.</p> <p>Regular reports and updates were made to the school board, parents and staff. The LCAP was presented to parents, ELAC, the bargaining unit, students, and all other required stakeholders in order to assure full disclosure and participation. The draft was posted on the district website and in the district office.</p>	<p>Annual Update: The Annual Update and our evaluation of each year's activities have a direct impact on the new LCAP. The changes listed above for each stakeholder group are based on the district's evaluation and the evaluation by each stakeholder group. For example, parents and English learners, the ELAC and teachers frequently note the positive impact of the improvements in early literacy for Ducor students. These recommendations led to continued improvements in instructional materials and facilities. Parents also rate parent training efforts in school and district decision-making very high and want to see these continued and expanded. The Community has asked for continued improvements to the facility and learning environment and this continues in the new LCAP. Teachers, school staff, and parents, including parents of unduplicated count students, requested that the improvements in technology be continued and this is included in the LCAP. Another example is professional development. During stakeholder meetings with teachers and the bargaining unit, they highly value the professional development that has taken place and this was included for the Annual Update. They further said, however, that they want to see professional development shift to implementation in the classroom and classroom-based monitoring and coaching. This is reflected in the new LCAP as expansion of collaborative learning time.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

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

GOAL:	Goal 1: State standards in English Language Arts and Mathematics will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all students and all subgroups. Conditions of learning improvements and pupil and parent engagement improvements will result in improved student achievement and reduced risk factors.	Related State and/or Local Priorities: 1_x 2_x 3_x 4_x 5_x 6_x 7_x 8_x COE only: 9__ 10__ Local : Specify _____
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Identified Need :	State Priority One: Basic Services			
	(R) =required (L)=local	2015-16 target	2015-16 projected June status	2016-17 target
	Credentialed Teacher Rate (R)	100%	66%	100%
	Credentialed Teacher teaching outside of subject area rate (R)	0%	100%	100%
	Highly Qualified Teacher rate (R)	100%	83%	100%
	teacher misassignment rate (R)	0%	0	0%
	teacher of English learners misassignment rate (R)	0%	17%	0%
	Most recently adopted textbooks rate (R)	100%	100%	100%
	Overall facility rating (R)	good	good	good
	student lacking own copy of textbook rate (R)	0%	0	0%
	State Priority Two: Implementation of State Standards			
		2015-16 target	2015-16 projected June status	2016-17 target
	state standards implementation CCSS (R)	50%	50%	75%
	state standards implementation ELA/ ELD (R)	50%	50%	75%
	state standards implementation Math (R)	50%	50%	75%
2: Access by English learners				
availability of supplemental materials to differentiate instruction (L)	50%	50%	75%	

availability to students of necessary technology to achieve CCSS expectations (L)	50%	75%	85%
availability to teachers of necessary technology to teach CCSS (L)	50%	75%	85%
availability of extended learning time for students schoolwide and subgroups (L)	85%	90%	95%
2: CCSS General			
percentage of grade levels/courses with prioritized literacy strategies for use in all classrooms of that grade level/course (L)	50%	0.6	75%
percentage of teachers using performance tasks with students (L)	50%	50%	75%
percentage of teachers implementing changes in classroom instruction that reflect the shifts within the CCSS (L)	50%	75%	85%
percentage of grade levels/courses where units have been developed that align to the CCSS in Literacy in the Content Areas (L)	50%	50%	75%
CCSS: English Language Arts including English Language Development			
percentage of grade levels/courses where units have been developed that align to the CCSS in ELA/ELD (L)	50%	50%	75%
percentage of grade levels/courses for which new instructional materials that are aligned to the CCSS in ELA/ELD have been purchased (L)	50%	50%	75%
percentage of teachers incorporating expository writing on a daily basis (L)	50%	50%	75%
percentage of grade levels/courses where teachers and administrators have reviewed current instructional materials to consider alignment to the CCSS in ELA (L)	100%	75%	100%
percentage of teachers trained in CCSS ELA/ELD (L)	100%	66%	100%
percentage of teachers fully implementing CCSS ELA (L)	50%	50%	75%
percentage of grade levels/courses where a scope and sequence has been developed that is aligned to the CCSS in ELA/ELD (L)	50%	33%	75%
percentage of teachers fully implementing "designated" and "integrated" ELD in daily lessons (L)	50%	50%	75%
2: CCSS: Mathematics			
percentage of teachers trained in CCSS Math (L)	100%	66%	100%
percentage of grade levels/courses where teachers and administrators have reviewed current instructional materials to consider alignment to the CCSS in Math (L)	50%	50%	75%
percentage of grade levels/courses where units have been developed that align to the CCSS in Math (L)	50%	50%	75%

percentage of grade levels/courses for which new instructional materials that are aligned to the CCSS in Math have been purchased (L)	50%	50%	75%
percentage of grade levels/courses where a scope and sequence has been developed that is aligned to the CCSS in Math (L)	50%	50%	75%
State Standard 3: Parent Involvement including involvement of English learners			
	2015-16 target	2015-16 projected June status	2016-17 target
availability of parent training/involvement opportunities in school and district decision-making schoolwide and subgroups (R)	10% increase	10% increase	10% increase
participation rate in parent training/involvement opportunities in school and district decision-making schoolwide and subgroups (R)	50%	40%	60%
parent involvement in decision-making in school and district of parents of unduplicated count students and of students with exceptional needs (R)	10% increase	10% increase	10% increase
State Standard 4: Student Achievement			
	2015-16 target	2015-16 projected June status	2016-17 target
CAASPP ELA meeting/exceeding standards schoolwide (R)	n/a	15%	Plus 5%
CAASPP ELA meeting/exceeding standards Hispanic (R)	n/a	17%	+8%
CAASPP ELA meeting/exceeding standards Disadvantaged (R)	n/a	17%	+8%
CAASPP ELA meeting/exceeding standards English Learner (R)	n/a	17%	+8%
CAASPP Math meeting/exceeding standards schoolwide (R)	n/a	10%	Plus 5%
CAASPP Math meeting/exceeding standards Hispanic (R)	n/a	11%	+8%
CAASPP Math meeting/exceeding standards Disadvantaged (R)	n/a	11%	+8%
CAASPP Math meeting/exceeding standards English Learner (R)	n/a	9%	+8%

State Standard Five: Student Engagement			
	2015-16 target	2015-16 projected June status	2016-17 target
participation in co-curricular and extracurricular activities schoolwide and subgroups (L)	0.55	60%	75%
percentage of students by grade level and subgroup that are involved in leadership opportunities (i.e., Student Council, Student Leadership, Friday Night Live, Character Ed, etc.) and co-curricular or extracurricular activities (L)	10%	15%	25%
middle school dropout rate schoolwide (R)	0		0
attendance rate schoolwide (R)	n/a		Plus 5%
chronic absenteeism rate schoolwide (R)	n/a		Minus 3%
State Standard Six: School Climate			
	2015-16 target	2015-16 projected June status	2016-17 target
expulsion rate schoolwide (R)	0.005%		0
suspension rate schoolwide (R)	0.02%		0
truancy rate schoolwide (R)	n/a		Minus 3%
percent of students who report feeling safe at school (L)	n/a	70%	85%
State Standard Seven: Broad Course of Study including access			
	2015-16 target	2015-16 projected June status	2016-17 target
enrollment in broad course of study schoolwide and by unduplicated count students and by students with exceptional needs (R)	100%	100%	100%
programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs (R)	good	good	Increase and improve

	availability of supplemental materials to differentiate instruction (L)	50%	50%	75%
	availability to students of necessary technology to achieve CCSS expectations (L)	50%	75%	85%
	availability to teachers of necessary technology to teach CCSS (L)	50%	75%	85%
	availability of extended learning time for students schoolwide and subgroups (L)	85%	90%	95%
	State Standard Eight: Other Student Outcomes			
		2015-16 target	2015-16 projected June status	2016-17 target
percentage of students by grade level and subgroup who have mastered the technology skills identified within the CCSS (L)	50%	50%	75%	
percentage of grade levels/courses where CCSS-identified digital skills are being taught to students (L)	50%	50%	75%	
Goal Applies to:	Schools: Ducor School (a single-school district)			
	Applicable Pupil Subgroups: All			
GOAL 1 LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	A. The substantial (75%) implementation of the CCSS will result in all students in grades k-8 showing progress in ELA and Mathematics as measured by local and state evaluation processes.			
	B. Grade level resources for CCSS implementation increase by 25% to assure that all students have access to tools of learning.			
	C. Baseline is set for student performance on CAASPP digital library interim assessments.			
	D. Student achievement on state assessments increase by five percentage points or State Board of Education target, whichever is greater. Ducor subgroups will improve by 5% plus 3% in order to gradually close the achievement gap as measured by local and state evaluation.			
	E. Maintain middle school dropout rate of zero as measured by local and state evaluation processes.			
	F. Suspension and expulsion rates meet or exceed annual expectations set by the State Board of Education as measured by local and state evaluation processes.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
#1.1: Provide continuing support and training through TCOE for CCSS implementation: BTSA, Math, Science, History, technology, Kindergarten	schoolwide	xxx ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	trainers' fees contract Budget \$10000 Source LCFF S/C	

#1.2 Provide support and training to align current textbooks and strategies with CCSS and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE: Go Math!, treasures, saxon spelling, Scholastics Guided Reading Program, State Testing SBAC, Renaissance STAR reading and accelerated reading program	schoolwide	xxx ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	trainers' fees contract Budget \$10000 Source LCFF S/C
#1.3 Provide teachers and students with resource books to support Standard Curriculum: Saxon Spelling, ELD/ELA books, CA. Collections ELA 6-8 grade ELA program	schoolwide	xxx ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	instructional materials Budget \$ 30000 Source LCFF S/C
# 1.4 Paraprofessionals assist in classrooms to provide extended learning for students	schoolwide	xxx ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	salaries and benefits Budget \$50,000 SourceTitle I
#1.5 Teachers develop and refine CCSS curriculum, lesson plans, and units during Professional Learning Community time: TCOE coaches ELA/ELD and Math, Supplemental pay on site teacher/coach	schoolwide	xxx ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	stipends and release time Budget \$ 15000 Source LCFF S/C
# 1.6 Web base internet programs licenses will be purchased to help support learners: Rosetta Stone, Renaissance Learning, Go Math! Ca. Collections, Treasures, ERS, Scholastics Guided Reading Program, AERIES program web base, Analytic.com	schoolwide	xxx ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	software and licenses Budget \$30,000 Source LCFF S/C
# 1.7 Web base programs will monitor and assess students. Assessments will be used to measure student improvement and success: AERIES, Forcast5 Analytic.com, ERS, Go Math! History, Science, Ca. Collection ELA, WestEd,	schoolwide	xxx ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	stipends and release time Budget \$ 12,180 Source LCFF S/C
#1.8 Web base program, Accelerated Reader Program will be used to assess student reading levels, comprehension scores: Renaissance Learning STAR reading	schoolwide	xxx ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	software and licenses Budget \$2,000 Source LCFF S/C
#1.9 Expand participation in county-wide student events by	schoolwide	xxx ALL OR:	supplies Budget

two events per year; Science, Math, Writing, Technology, Reading, History, SCICON		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5000 Source LCFF S/C
#1.10 infrastructure technology equipment hardware: Laptops with Cart, Telephone system	schoolwide	xxx ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	computers and hardware Budget \$ 25,000 Source LCFF S/C
#1.11 Continue five year lease/purchase agreement to replace one bus in order to facilitate student attendance. (Year 2)	schoolwide	xxx ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Year two of five-year lease/purchase contract for bus Budget \$46000 Source LCFF S/C

GOAL 1 LCAP Year 2: 2017-18**Expected Annual Measurable Outcomes:**

- A. The full implementation of the CCSS will result in all students in grades k-8 showing progress in ELA and Mathematics as measured by local and state assessments.
- B. Grade level resources for CCSS implementation and differentiated instruction will continue to increase to assure that all students have access to tools of learning.
- C. Student performance on CAASPP digital library interim assessments increases 10% over baseline.
- D. Student achievement on state assessments increase by five percentage points over 2016-17 or State Board of Education target, whichever is greater. Ducor subgroups will improve by 5% plus 3% in order to gradually close the achievement gap.
- E. Maintain middle school dropout rate of zero
- F. Suspension and expulsion rates meet or exceed annual expectations set by the State Board of Education

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide continuing support and training through TCOE for CCSS implementation: BTSA, Math, Science, History, technology, Kindergarten	schoolwide	xxx ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	trainers' fees contract Budget \$6,600 Source LCFF S/C
1.2 Provide support and training to deepen understanding and application of differentiated approaches, to align current textbooks and strategies with CCSS and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE	schoolwide	xxx ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	trainers' fees contract Budget \$6,600 Source LCFF S/C
1.3 Provide teachers and students with resource books to support classroom learning and achievement in the broad course of study.	schoolwide	xxx ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	instructional materials Budget \$ 25,000 Source LCFF S/C
1.4 Paraprofessionals assist in classrooms to provide extended learning for students	schoolwide	xxx ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	salaries and benefits Budget \$ 92,307 Source LCFF S/C
1.5 Teachers develop and refine CCSS curriculum, lesson plans, and units during Professional Learning Community time	schoolwide	xxx ALL OR:	stipends and release time

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Budget \$ 6,600 Source LCFF S/C
1.6 Web-based internet programs licenses will be purchased to help support learners.	schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	software and licenses Budget \$1,600 Source LCFF S/C
1.7 Web base programs will monitor and assess students. Assessments will be used to measure student improvement and success	schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	software and licenses Budget \$1,600 Source LCFF S/C
1.8 Web base program, Accelerated Reader Program will be used to assess student reading levels, comprehension scores	schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	software and licenses Budget \$1,600 Source LCFF S/C
1.9 Expand participation in county-wide student events by two events per year	schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	supplies Budget \$1,200 Source LCFF S/C
1.10 infrastructure technology equipment and teacher/student hardware resources	schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	computers and hardware Budget \$ 45,000 Source LCFF S/C
#1.11 Continue five-year lease/purchase agreement to replace one bus in order to facilitate student attendance. (Year 3)	schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Year 3 of five-year lease/purchase contract for bus Budget \$46,000 Source LCFF S/C

GOAL 1 LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	A. The full implementation of the CCSS will result in all students in grades k-8 continuing to show progress in ELA and Mathematics as measured by local and state assessments.
	B. Grade level resources for CCSS implementation and differentiated instruction will continue to increase to assure that all students have access to tools of learning.
	C. Student performance on CAASPP digital library interim assessments increases 10% over 2017-18 performance
	D. Student achievement on state assessments increase by five percentage points over 2017-18 or State Board of Education target, whichever is greater. Ducor subgroups will improve by 5% plus 3% in order to gradually close the achievement gap.
	E. Maintain middle school dropout rate of zero
	F. Suspension and expulsion rates meet or exceed annual expectations set by the State Board of Education

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
# 1.1 Provide continuing support and training through TCOE for CCSS implementation: BTSA, Math, Science, History, technology, Kindergarten	schoolwide	<u>xxx</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	trainers' fees contract Budget \$3,000 Source LCFF S/C
#1.2 Provide support and training to deepen understanding and application of differentiated approaches, to align current textbooks and strategies with CCSS and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE	schoolwide	<u>xxx</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	trainers' fees contract Budget \$6,600 Source LCFF S/C
# 1.3 Provide teachers and students with resource books to support classroom learning and achievement in the broad course of study.	schoolwide	<u>xxx</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	instructional materials Budget \$ 25,000 Source LCFF S/C

#1.4 Paraprofessionals assist in classrooms to provide extended learning for students	schoolwide	<u>xxx</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	salaries and benefits Budget \$ 100,000 Source LCFF S/C
#1.5 Teachers develop and refine CCSS curriculum, lesson plans, and units during Professional Learning Community time	schoolwide	<u>xxx</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	stipends and release time Budget \$ 6,600 Source LCFF S/C
#1.6 Web-based internet programs licenses will be purchased to help support learners.	schoolwide	<u>xxx</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	software and licenses Budget \$1,600 Source LCFF S/C
#1.7 Web base programs will monitor and assess students. Assessments will be used to measure student improvement and success	schoolwide	<u>xxx</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	software and licenses Budget \$1,600 Source LCFF S/C
#1.8 Web base program, Accelerated Reader Program will be used to assess student reading levels, comprehension scores	schoolwide	<u>xxx</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	software and licenses Budget \$1,600 Source LCFF S/C
#1.99 Expand participation in county-wide student events by two events per year	schoolwide	<u>xxx</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	supplies Budget \$1,200 Source LCFF S/C

<p>#1.10 infrastructure technology equipment and teacher/student hardware resources</p>	<p>schoolwide</p>	<p><u>xxx</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>computers and hardware Budget \$ 63,808 Source LCFF S/C</p>
<p>#1.11 Continue five year lease/purchase agreement to replace one bus in order to facilitate student attendance. (Year 4)</p>	<p>schoolwide</p>	<p><u>xxx</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Year four of five-year lease/purchase contract for bus Budget \$46,000 Source LCFF S/C</p>

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

<p>GOAL 2 :</p>	<p>Goal 2: English Language Development CCSS and exemplary practices for teaching English learners will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all English learners.</p>	<p>Related State and/or Local Priorities: 1__ 2_x 3_x 4_x 5_x 6_x 7_x 8_x COE only: 9__ 10__ Local : Specify _____</p>		
<p>Identified Need :</p>	<p>State Priority One: Basic Services</p>			
		<p>2015-16 target</p>	<p>2015-16 projected June status</p>	<p>2016-17 target</p>
	<p>teacher misassignment rate (R)</p>	<p>0%</p>	<p>0</p>	<p>0%</p>
	<p>teacher of English learners misassignment rate (R)</p>	<p>0%</p>	<p>17%</p>	<p>0%</p>
	<p>State Priority Two: Implementation of State Standards</p>			
		<p>2015-16 target</p>	<p>2015-16 projected June status</p>	<p>2016-17 target</p>
	<p>state standards implementation ELA/ ELD (R)</p>	<p>50%</p>	<p>50%</p>	<p>75%</p>
	<p>2: Access by English learners</p>			
	<p>availability of supplemental materials to differentiate instruction</p>	<p>50%</p>	<p>50%</p>	<p>75%</p>
	<p>availability to students of necessary technology to achieve CCSS expectations (L)</p>	<p>50%</p>	<p>75%</p>	<p>85%</p>
	<p>availability to teachers of necessary technology to teach CCSS (L)</p>	<p>50%</p>	<p>75%</p>	<p>85%</p>
	<p>availability of extended learning time for English learners (L)</p>	<p>85%</p>	<p>90%</p>	<p>95%</p>
	<p>2: CCSS General</p>			
	<p>percentage of teachers implementing changes in classroom instruction that reflect the shifts within the CCSS (L)</p>	<p>50%</p>	<p>75%</p>	<p>85%</p>
<p>percentage of grade levels/courses where units have been developed that align to the CCSS in Literacy in the Content Areas (L)</p>	<p>50%</p>	<p>50%</p>	<p>75%</p>	

CCSS: English Language Arts including English Language Development

percentage of grade levels/courses where units have been developed that align to the CCSS in ELA/ELD (L)	50%	50%	75%
percentage of grade levels/courses for which new instructional materials that are aligned to the CCSS in ELA/ELD have been purchased (L)	50%	50%	75%
percentage of teachers trained in CCSS ELA/ELD (L)	100%	66%	100%
percentage of grade levels/courses where a scope and sequence has been developed that is aligned to the CCSS in ELA/ELD (L)	50%	33%	75%
percentage of teachers fully implementing "designated" and "integrated" ELD in daily lessons (L)	50%	50%	75%

State Standard 3: Parent Involvement including involvement of English learners

	2015-16 target	2015-16 projected June status	2016-17 target
availability of parent training/involvement opportunities in school and district decision-making for parents of English learners (R)	10% increase	10% increase	10% increase
participation rate in parent training/involvement opportunities in school and district decision-making for parents of English learners (R)	50%		60%
seek and promote parent participation in school and district decision-making parents of English learners (R)	10% increase	10% increase	10% increase

State Standard 4: Student Achievement

	2015-16 target	2015-16 projected June status	2016-17 target
CAASPP ELA meeting/exceeding standards English Learner (R)	n/a	17%	+10%
CAASPP Math meeting/exceeding standards English Learner (R)	n/a	9%	+10%
English Learner reclassification rate (R)	n/a	4%	Meet state targets
percent in cohort attaining English proficiency (AMAO 2 less than 5 years) (R)	25.4%	27%	Meet state targets

percent in cohort attaining English proficiency (AMAO 2 greater than or equal to 5 years) (R)	52.8%	62%	Meet state targets
percent making progress toward English proficiency (AMAO 1) (R)	62%	65%	Meet state targets
State Standard Five: Student Engagement			
	2015-16 target	2015-16 projected June status	2016-17 target
participation in co-curricular and extracurricular activities English learners (L)	0.55	60%	75%
percentage of English learners that are involved in leadership opportunities (i.e., Student Council, Student Leadership, Friday Night Live, Character Ed, etc.) and co-curricular or extracurricular activities (L)	10%	15%	25%
middle school dropout rate schoolwide English learners (R)	0		0
attendance rate dropout rate schoolwide English learners (R)	0	0	0
chronic absenteeism rate dropout rate English learners (R)	n/a		0
State Standard Six: School Climate			
	2015-16 target	2015-16 projected June status	2016-17 target
expulsion rate English learners (R)	0.005%	n/a	0
suspension rate English learners (R)	0.02%	n/a	0
truancy rate English learners (R)	n/a	n/a	0
percent of English learners who report feeling safe at school (L)	n/a	n/a	85%
State Standard Seven: Broad Course of Study including access			
	2015-16 target	2015-16 projected June status	2016-17 target
enrollment in broad course of study schoolwide and by unduplicated count students and by students with	100%	100%	100%

	exceptional needs (R)			
	programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs (R)	good	good	Increase and improve
	availability of supplemental materials to differentiate instruction (L)	50%	50%	75%
	availability to students of necessary technology to achieve CCSS expectations (L)	50%	75%	85%
	availability to teachers of necessary technology to teach CCSS (L)	50%	75%	85%
	availability of extended learning time for students schoolwide and subgroups (L)	85%	90%	95%
	State Standard Eight: Other Student Outcomes			
	2015-16 target	2015-16 projected June status	2016-17 target	
percentage of English learners who have mastered the technology skills identified within the CCSS (L)	50%	50%	75%	
Goal Applies to:	Schools: Ducor School (a single-school district)			
	Applicable Pupil Subgroups: English learners and re-designated English learners			

GOAL 2 LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	A. Designated and integrated ELD will be substantially implemented in at least 75% of classrooms as measured by weekly lesson plans and observation as measured by local and state evaluation processes
	B. Increase grade level English/Spanish books in grade levels K-4 by 25% from previous year as measured by local and state evaluation processes.
	C. Student performance on local benchmarks increases 10% over previous year as measured by local and state evaluation processes
	D. Reclassification rate will meet or exceed state expectations set by the state board of education. as measured by local and state evaluation processes.
	E. Student performance in AMAO's (percent in cohort attaining English proficiency in less than five years; percent in cohort attaining English literacy in greater than or equal to five years; percent making progress toward English proficiency) meets or exceeds state targets as measured by local and state evaluation processes.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
# 2.1 Provide continuing support and training through TCOE for ELD implementation: TCOE coach, ELD books, ELD supplemental materials, Laptops, Rosetta stone program, library books, on site teacher/coach	schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> <u>xxx</u> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> <u>xxx</u> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	trainers' fees contract Budget \$10,000 Source LCFF S/C
2.2 Provide support and training to deploy exemplary strategies for EL students and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE: Registration fees, materials, substitute teacher, travel expenses	schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> <u>xxx</u> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> <u>xxx</u> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	trainers' fees contract Budget \$10,000 Source LCFF S/C
2.3 Provide teachers and students with resource materials to provide access to curriculum for EL students: library books, ERS, Ca. Collection ELA/ELD program	schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> <u>xxx</u> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> <u>xxx</u> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	instructional materials Budget \$ 40,000 Source LCFF S/C
2.4 Teachers develop and refine curriculum, lesson plans, and units during Professional Learning Community time: Ca. Collection ELA/ELA program, treasures,	schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> <u>xxx</u> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> <u>xxx</u> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	stipends and release time Budget \$ 10,000 Source LCFF S/C

GOAL 2 LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	A. Designated and integrated ELD will be fully implemented in 100% of classrooms as measured by weekly lesson plans and observation.
	B. Increase grade level English/Spanish books in grade levels K-4 by 25% from previous year. Expand to upper grade levels.
	C. Student performance on local benchmarks increases 10% over previous year
	D. Reclassification rate will meet or exceed state expectations set by the state board of education.
	E. Student performance in AMAO's (percent in cohort attaining English proficiency in less than five years; percent in cohort attaining English literacy in greater than or equal to five years; percent making progress toward English proficiency) meets or exceeds state targets

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
# 2.1 Provide continuing support and training through TCOE for ELD implementation	schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	trainers' fees contract Budget \$4,000 Source LCFF S/C
# 2.2 Provide support and training to deploy exemplary strategies for EL students and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE	schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	trainers' fees contract Budget \$4,000 Source LCFF S/C
# 2.3 Provide teachers and students with resource materials to provide access to curriculum for EL students.	schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	instructional materials Budget \$ 40,000 Source LCFF S/C
# 2.4 Teachers develop and refine curriculum, lesson plans, and units during Professional Learning Community time	schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	stipends and release time Budget \$ 4,000 Source LCFF S/C

GOAL 2 LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	A. Designated and integrated ELD will be fully implemented in 100% of classrooms as measured by weekly lesson plans and observation.
	B. Increase grade level English/Spanish books in grade levels K-4 by 25% from previous year. Expand to upper grade levels
	C. Student performance on local benchmarks increases 10% over previous year
	D. Reclassification rate will meet or exceed state expectations set by the state board of education.
	E. Student performance in AMAO's (percent in cohort attaining English proficiency in less than five years; percent in cohort attaining English literacy in greater than or equal to five years; percent making progress toward English proficiency) meets or exceeds state targets

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
# 2.1 Provide continuing support and training through TCOE for ELD implementation	schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	trainers' fees contract Budget \$4,000 Source LCFF S/C
# 2.2 Provide support and training to deploy exemplary strategies for EL students and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE	schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	trainers' fees contract Budget \$4,000 Source LCFF S/C
# 2.3 Provide teachers and students with resource materials to provide access to curriculum for EL students.	schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	instructional materials Budget \$ 40,000 Source LCFF S/C
# 2.4 Teachers develop and refine curriculum, lesson plans, and units during Professional Learning Community time	schoolwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	stipends and release time Budget \$ 4,000 Source LCFF S/C

<p>GOAL 3:</p>	<p>Goal 3: Develop new and improve existing parent and school partnerships to involve parents in our student's future learning through support and ideas at home that will transfer to our school environment.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>		
<p>Identified Need :</p>	<p>State Standard 3: Parent Involvement including involvement of parents of unduplicated count students and parents of students with exceptional needs</p>			
		<p>2015-16 target</p>	<p>2015-16 projected June status</p>	<p>2016-17 target</p>
	<p>availability of parent training/involvement opportunities in school and district decision-making schoolwide and subgroups (L)</p>	<p>10% increase</p>	<p>10% increase</p>	<p>10% increase</p>
	<p>participation rate in parent training/involvement opportunities in school and district decision-making schoolwide and subgroups (L)</p>	<p>50%</p>		<p>-0.5</p>
	<p>parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs (R)</p>	<p>10% increase</p>	<p>10% increase</p>	<p>10% increase</p>
	<p>State Standard Five: Student Engagement</p>			
		<p>2015-16 target</p>	<p>2015-16 projected June status</p>	<p>2016-17 target</p>
	<p>participation in co-curricular and extracurricular activities schoolwide and subgroups (L)</p>	<p>0.55</p>	<p>60%</p>	<p>5%</p>
	<p>percentage of students by grade level and subgroup that are involved in leadership opportunities (i.e., Student Council, Student Leadership, Friday Night Live, Character Ed, etc.) and co-curricular or extracurricular activities (L)</p>	<p>10%</p>	<p>15%</p>	<p>5%</p>
	<p>middle school dropout rate schoolwide and subgroups (R)</p>	<p>0</p>	<p>0</p>	<p>0</p>
<p>attendance rate dropout rate schoolwide and subgroups (R)</p>	<p>n/a</p>	<p>n/a</p>	<p>0</p>	
<p>chronic absenteeism rate dropout rate schoolwide and subgroups (R)</p>	<p>n/a</p>	<p>n/a</p>	<p>0</p>	
<p>State Standard Six: School Climate</p>				
	<p>2015-16 target</p>	<p>2015-16 projected June</p>	<p>2016-17 target</p>	

	expulsion rate schoolwide (R)	0.005%	.0004%	0
	suspension rate schoolwide (R)	0.02%	.02%	0
	truancy rate schoolwide (R)	n/a	n/a	Minus 3%
	percent of students who report feeling safe at school (L)	n/a	80%	85%
Goal Applies to:	Schools: Ducor School (a single-school district)			
	Applicable Pupil Subgroups: All			

GOAL 3 LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	A. Parents who express understanding of CCSS and ELD increases by 10% over previous year as measured by local and state evaluation processes.
	B. The school climate will change for the positive as evidenced by increased student participation in co-curricular, extracurricular activities and after-school activities as evidenced by behavior reports and student and parent surveys.
	C. 15% of parents enrolled in exemplary parent training program (PIQE); 40% complete as measured by local and state evaluation processes.
	D. Attendance rate and related student engagement and school climate indicators will meet state targets and result in improved student engagement and achievement as measured by local and state evaluation processes.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
# 3.1 Provide information about CCSS to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc): parent meetings, flyers, CDE.gov, TCOE.org, ERS.org.	schoolwide	<u>xxx ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	supplies Budget \$5,000 Source LCFF S/C
# 3.2 Train and provide parents in establishing collaboration between home, school and the community: examples include TCOE CHOICES, English as Second Language, After School Tutoring Services, PIQE, Porterville College, CSET, Proteus, Tulare County Human Health Services, Family Health Care, Porterville Youth Services, et.al.	schoolwide	<u>xxx ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	contract for services Budget \$25,000 Source LCFF S/C
# 3.3 Provide information about ELD and EL strategies to parents in multiple formats and methods of communication. (newsletters,	schoolwide	<u>xxx ALL</u> OR:	supplies Budget \$5,000 Source

<p>text messages, meetings, website) Brightarrow services, Ducor News Letter, flyers, parent meetings</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF S/C</p>
<p># 3.4 In order to provide optimum learning environment for students, continue to upgrade learning areas of campus: e.g., playground equipment, painting, carpet, roofing, electrical, fencing, cabling, plumbing, flooring, desk, chairs, tables, furniture</p>	<p>schoolwide</p>	<p><u>xxx</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>contract for purchase and installation of classroom improvements Budget \$85,065 Source LCFF S/C</p>

GOAL 3 LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>A. Parents who express understanding of CCSS and ELD increases by 10% over previous year.</p> <p>B. The school climate will change for the positive as evidenced by increased student participation in co-curricular, extracurricular activities and after-school activities as evidenced by behavior reports and student and parent surveys.</p> <p>C. 15% of parents enrolled in exemplary parent training program (PIQE); 40% complete</p> <p>D. Attendance rate and related student engagement and school climate indicators will meet state targets and result in improved student engagement and achievement</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
# 3.1 Provide information about CCSS to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc)	schoolwide	<u>xxx ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	supplies Budget \$2,000 Source LCFF S/C
# 3.2 Select and sign with an after school agency that will provide parents support in establishing collaboration between home, school and the community. (PIQE and ESL)	schoolwide	<u>xxx ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	PIQE contract for services Budget \$21,168 Source LCFF S/C
# 3.3 Provide information about ELD and EL strategies to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc)	schoolwide	<u>xxx ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	supplies Budget \$4,473 Source LCFF S/C
# 3.4 In order to provide optimum learning environment for students, continue to upgrade learning areas of campus	schoolwide	<u>xxx ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	contract for purchase and installation of classroom improvements Budget \$ 77,335 Source LCFF S/C

GOAL 3 LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	A. Parents who express understanding of CCSS and ELD increases by 10% over previous year.		
B. The school climate will change for the positive as evidenced by increased student participation in co-curricular, extracurricular activities and after-school activities as evidenced by behavior reports and student and parent surveys.			
C. 15% of parents enrolled in exemplary parent training program (PIQE); 40% complete			
D. Attendance rate and related student engagement and school climate indicators will meet state targets and result in improved student engagement and achievement			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
# 3.1 Provide information about CCSS to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc)	schoolwide	xxx ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	supplies Budget \$2,000 Source LCFF S/C
# 3.2 Select and sign with an after school agency that will provide parents support in establishing collaboration between home, school and the community. (PIQE and ESL)	schoolwide	xxx ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	PIQE contract for services Budget \$21,168 Source LCFF S/C
# 3.3 Provide information about ELD and EL strategies to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc)	schoolwide	xxx ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	supplies Budget \$4,473 Source LCFF S/C
# 3.4 In order to provide optimum learning environment for students, continue to upgrade learning areas of campus	schoolwide	xxx ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	contract for purchase and installation of classroom improvements Budget \$80757 Source LCFF S/C

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 1: California content and performance standard standards will be fully implemented in all classrooms to provide access to a rigorous broad course of study and maximum learning opportunities for all students schoolwide and all subgroups. Implementation of state standards will result in improved student academic performance. This will be accomplished through districtwide changes in conditions of learning, student and parent engagement strategies and schoolwide academic improvement strategies.</p>	<p>Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3__ 4__ 5__ 6__ 7 <u>x</u> 8__ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to: Schools: Ducor Elementary (a single-school district) Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. The substantial (50%) implementation of the CCSS (from a baseline of less than 25%) will result in all students in grades K-8 showing progress in ELA and Mathematics as measured by local and state assessments. 2. Grade level resources for CCSS and ELD standards implementation, including textbooks and supplemental materials, will be reviewed, evaluated, and purchased as available and approved by the state Board of Education and local Board of Trustees. 	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Target achieved. Teachers express greatly increased confidence in implementing CCSS English Language Arts, English Language Development, and Math curriculum. Much progress has been made in key elements of professional development, curriculum development, core and supplemental materials for instruction, and assessment of progress. As a result, students are showing progress in local assessments and baseline has now been established in state testing. The impact is especially evident in third grade state testing where Ducor students met or exceeded the performance of their peers statewide and where Ducor English learners far outperformed their peers statewide. 2. Target partially achieved. Many new materials of instruction have been evaluated and purchased. Core materials are still a “work in progress”, however, as local and state adoption procedures continue to seek textbooks that are aligned to the new standards. The impact of the lack of aligned Common Core instructional materials is being felt locally as much as statewide and nationally as verified in a recent report from the Bill and Melinda Gates Foundation in Common Core implementation.

	<p>3. Student performance on CAASPP digital library interim assessments increases 10% over baseline of 44% proficient in Language Arts and 46% proficient in Mathematics.</p> <p>4. Baseline is established on state assessments and students achieve state expectations.</p> <p>5. The current middle school dropout rate of zero middle school dropouts is maintained</p> <p>6. Suspension and expulsion rates meet or exceed annual expectations set by the State Board of Education. Current suspension rate is: 0.02% ; current expulsion rate is 0.005%.</p>		<p>3. Target not achieved. These interim assessments have not yet been administered. The impact of this is that teachers are using other benchmarking to determine student progress. As this process continues, well-aligned resources need to be considered and purchased.</p> <p>4. Target achieved. Baselines are now established in state CAASPP testing based on spring 2015 testing. The state has not yet set expectations for annual increases. The impact of this is that students, teachers, parents and district now have a clearer view of state expectations and performance standards.</p> <p>5. Target achieved. Middle school dropout is not an issue at Ducor School.</p> <p>6. Target achieved. Although state annual expectations have not yet been established, the Ducor rate remains low and stable.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
#1: Provide support and training through Tulare County Office of Education (TCOE) for CCSS implementation.	Professional development Budget \$6,600 Source LCFF S/C	Completed within budget Impact and Reflection on effectiveness: All teachers evaluate this support very highly as they work toward implementation of training, they want continued classroom-based coaching and demonstration lessons to improve and expand their own skills and knowledge	Professional development Estimated Actual \$625 Source LCFF S/C

Scope of service:	districtwide	Scope of service:	districtwide
<u>xx</u> ALL		<u>xx</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
#2: Provide support and training to align current textbooks and strategies with CCSS and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE	professional development Budget \$6,600 Source LCFF S/C	Completed over budget. Impact and Reflection on effectiveness: Teachers report that it is especially helpful to have day-to-day classroom support for differentiated instruction along with the materials and model lesson plans to identify differentiated levels and adapt lessons.	professional development Estimated Actual \$12,575 Source LCFF S/C
Scope of service:	districtwide	Scope of service:	districtwide
<u>xx</u> ALL		<u>xx</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
#3: Provide teachers and students with resource books to support implementation of state standards.	instructional materials Budget \$ 13,000 Source LCFF S/C	Completed within budget New aligned resource books and materials have been purchased for each grade level. Impact and Reflection on effectiveness: Teachers report that this is having a direct and positive impact on classroom achievement.	instructional materials Estimated Actual \$ 13,000 Source LCFF S/C
Scope of	districtwide	Scope of	districtwide

service:			service:		
__xx_ALL			__xx_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)_____		
#4: Paraprofessionals assist in classrooms to provide extended learning for students		salaries and benefits Budget \$ 50,000 Source LCFF S/C	Continuing within budget. Impact and Reflection on effectiveness: This extended learning strategy is especially important in the early grades where teachers can more easily identify learning gaps and direct the work of paraprofessionals to close those gaps early. Because this activity may also be funded with restricted Title I funds, in the 2016-17 year, this expense will be transferred to Title I in order to most efficiently utilize district resources.		salaries and benefits Estimated Actual \$ 18,454 Source LCFF S/C
Scope of service:	districtwide		Scope of service:	districtwide	
__xx_ALL			__xx_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)_____		
#5: Teachers develop and refine CCSS curriculum, lesson plans, and units during Professional Learning Community time		stipends and release time Budget \$ 6,600 Source LCFF S/C	Continuing within budget Impact and Reflection on effectiveness: Building the professional learning community is a research based approach that has shown success in helping to close the achievement gap. It is relatively new to Ducor where teachers evaluate it thus far as having a positive effect on some students, particularly in the early grades.		stipends and release time Estimated Actual \$ 480 Source LCFF S/C
Scope of service:	districtwide		Scope of service:	districtwide	
__xx_ALL			__xx_ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
#6: Provide Web base internet programs licenses will be purchased to help support learners.		software and licenses Budget \$1,600 Source LCFF S/C	Completed over budget Examples of programs purchased include: Renaissance Learning, STAR reading, Destiny Library Program Impact and Reflection on effectiveness: Teachers and students evaluate these programs as very helpful in differentiating instruction and providing real-world resources for students		software and licenses Estimated Actual \$2,198 Source LCFF S/C
Scope of service:	districtwide		Scope of service:	districtwide	
__xx_ALL			__xx_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
#7: Provide Web base programs will monitor and assess students. Assessments will be used to measure student improvement and success		software and licenses Budget \$1,600 Source LCFF S/C	Completed within budget Examples include: Purchase of the assessment components of Renaissance Learning, STAR reading, Destiny Library Program Impact and Reflection on effectiveness: Teachers and students evaluated these programs as very helpful in differentiating instruction and providing real-world resources for students.		software and licenses Estimated Actual \$ 633 Source LCFF S/C
Scope of service:	districtwide		Scope of service:	districtwide	
__xx_ALL			__xx_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)_____		
#8: Provide Web base program, Accelerated Reader Program will be used to assess student reading levels, comprehension scores		software and licenses Budget \$1,600 Source LCFF S/C	Completed over budget Impact and Reflection on effectiveness: Teachers report that Accelerated Reader is having a very positive impact on the majority of students. It also provides teachers with regular assessments on how well students are reading and understanding the independent reading books aligned to classroom curriculum.		software and licenses Estimated Actual \$1,615 Source LCFF S/C
Scope of service:	districtwide		Scope of service:	districtwide	
__xx_ALL			__xx_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)_____		
#9: Expand participation in county-wide student events by two events per year in order to provide showcase for student achievements and practice knowledge and skills learned in the classroom.		supplies Budget \$1,200 Source LCFF S/C	Completed within budget Impact and Reflection on effectiveness: Teachers report that these events are very effective in showcasing student achievement and engaging students in learning for those who participate.		supplies Estimated Actual \$ 798 Source LCFF S/C
Scope of service:	districtwide		Scope of service:	districtwide	
__xx_ALL			__xx_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)_____		
#10: Develop appropriate and sufficient technology infrastructure to accommodate standards-based		computers and hardware	Completed over budget Impact and Reflection on effectiveness: Much work		Computers and related

curriculum and technology skills embedded in CCSS		Budget \$ 25,000 Source LCFF S/C	has been done to improve the technology infrastructure and availability for teachers and students, but much work remains to be done in order to be certain that all teachers and students have access to the technology embedded in the CCSS curriculum and testing system. In classes where technology is readily available, teachers report a very positive impact on student achievement.	hardware Estimated Actual \$26,178 Source LCFF S/C
Scope of service:	districtwide		Scope of service:	districtwide
<u>xx</u> ALL			<u>xx</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
# 11: Replace one bus to transport students to increase accessibility of school interventions		lease/purchase contract for bus Budget \$46,000 Source LCFF S/C	Completed within budget. The replacement bus is being purchased under a five-year lease purchase agreement. This is year one of the agreement. Impact and Reflection on effectiveness: It is critically needed for the safe transportation of students and to assure student attendance in our rural district.	lease/purchase contract for bus Estimated Actual \$26,561 Source LCFF S/C
Scope of service:	districtwide		Scope of service:	districtwide
<u>xx</u> ALL			<u>xx</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress		Each of the eight state priorities plays an important role in closing the achievement gap. Aligning classroom practice with state standards, along with the necessary core and supplemental materials, technology, assessment practices and highly qualified teachers is		

and/or changes to goals?

important work that Ducor is trying to address in a coordinated program. Ducor took the approach that this work needed to begin in the primary grades when the state adopted new state standards four years ago. After that initial focus, the work continued in the upper grades. Local Outcomes were measured and evaluated for the Annual Update using both quantitative and qualitative data aggregated from multiple sources and stakeholders. These included surveys, reports (local and state), classroom observations, interviews, meetings, lesson plan review, local benchmarks of student performance, and state results of student performance. Last year Ducor third graders outperformed their peers locally and statewide. English learners also outperformed their peers statewide, validating that the Ducor approach was positive. With the high teacher turnover rate behind us, we can now build upon gains made this year in key areas of professional development, curriculum development and purchase of core and supplemental materials. Teachers are confident that we have achieved more than 50% implementation of state standards in Language Arts, Math, and English Language Development. LCAP planners and stakeholders recommend staying the course in order to deepen and expand changes at the school and continue to close the achievement gap. In order to make the most efficient allocation of district resources, Title I funds will be used in 2016-17 to provide extended learning opportunities through paraprofessionals. Under discussion at stakeholder meetings, however, is a problem that has the potential to severely hamper school and district continuous improvement efforts in the near future. Ducor School is experiencing declining enrollment and adjustments will have to be made in order to assure the fiscal integrity of the district. This situation will be monitored closely so that all stakeholders are involved in future decisions that may impact the instructional program at Ducor School.

Original GOAL from prior year LCAP:	Goal 2: English Language Development standards and exemplary practices for teaching English learners will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all English learners.		Related State and/or Local Priorities: 1__x_ 2__x_ 3__ 4__x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Ducor Elementary (a single-school district)		Applicable Pupil Subgroups: English Learners	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Designated and integrated ELD will be substantially implemented in at least 50% of classrooms as measured by weekly lesson plans and observation. 2. Increase grade level English/Spanish books in grade levels K-4 by 25% from current ratio of 5 books per student to 8 books per student. 3. Student performance on local benchmarks increases 10% over baseline. 4. Reclassification rate will meet or exceed state expectations set by the state board of education. (current rate=36% in less than five years) 5. Student performance in AMAO's improves by 10% over baseline (AMAO 1 Baseline =59%; AMAO 2 baseline=62%; AMAO 3 baseline=44% in ELA and 46% in Math) 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Target achieved. Results of Annual Update evaluation confirm that in multiple key data points, ELD standards are being implemented at least 50% rate. 2. Target achieved. Inventory confirms that leveled readers have increased to 8 books per students at these grade levels. Teachers report that it is having a positive impact on student classroom achievement. 3. Target achieved. 4. Target achieved. 5. Target achieved 	
Goal 2 LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
# 1:Provide continuing support and training through	trainers' fees	Completed within budget	trainers' fees	

TCOE for ELD implementation		contract Budget \$4,000 Source LCFF S/C	Impact and Reflection on effectiveness: Teachers report a high degree of satisfaction with continuing support and training. Teachers continue to seek model lessons and demonstrations of best practices.	contract Estimated Actual \$2,016 Source LCFF S/C
Scope of service:	districtwide		Scope of service:	districtwide
__ALL			__ALL	
OR: __Low Income pupils __xx English Learners __Foster Youth __xx Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __xx English Learners __Foster Youth __xx Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
# 2: Provide support and training to deploy exemplary strategies for EL students and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE		trainers' fees contract Budget \$4,000 Source LCFF S/C	Completed within budget Impact and Reflection on effectiveness: Teachers report a high degree of satisfaction with continuing support and training. Teachers continue to seek model lessons and demonstrations of best practices.	trainers' fees contract Estimated Actual \$ 924 Source LCFF S/C
Scope of service:	districtwide		Scope of service:	districtwide
__ALL			__ALL	
OR: __Low Income pupils __xx English Learners __Foster Youth __xx Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __xx English Learners __Foster Youth __xx Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
# 3: Provide teachers and students with resource materials to provide access to curriculum for EL students.		instructional materials Budget \$ 25,000 Source LCFF S/C	Completed over budget Impact and Reflection on effectiveness: Teachers at grade levels where materials have been purchased report these have a direct impact on improving student classroom performance.	instructional materials Estimated Actual \$ 29,112 Source LCFF S/C
Scope of	districtwide		Scope of	districtwide

service:			service:		
__ALL			__ALL		
OR: __Low Income pupils __xx English Learners __Foster Youth __xx Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __xx English Learners __Foster Youth __xx Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
# 4: Teachers develop and refine curriculum, lesson plans, and units during Professional Learning Community time		stipends Budget \$ 4,000 Source LCFF S/C	Continuing within budget Impact and Reflection on effectiveness: Building the professional learning community is a research based approach that has shown success in helping to close the achievement gap. It is relatively new to Ducor where teachers evaluate it thus far as having a positive effect on some students, particularly in the early grades.		stipends Budget Estimated Actual \$ 240 Source LCFF S/C
Scope of service:	districtwide		Scope of service:	districtwide	
__ALL			__ALL		
OR: __Low Income pupils __xx English Learners __Foster Youth __xx Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __xx English Learners __Foster Youth __xx 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?		<p>Much progress has been made in the key element of implementing English Language Development standards. Teachers express confidence, especially in early elementary grades, where training and other implementation efforts have been underway for multiple years. Teachers are developing units and scope and sequence as well as deploying differentiated strategies to support English learners. There is a continuing need for core and supplemental materials and for digital resources aligned with standards. There is a continuing need for classroom model lessons and support, including coaching. Initial baseline results of state testing, especially at the critical third grade level are evidence of the efficacy of approaches and strategies in place at Ducor School.</p>			

Original GOAL from prior year LCAP:	Goal 3: Develop new and improve existing parent and school partnership with teachers and to involve parents in our student’s future learning through support and ideas at home that will transfer to our school environment.		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Ducor Elementary (a single-school district)		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Parents who express understanding of CCSS and ELD increases by 10% from the baseline of 10%. The school climate will change for the positive as evidenced by increased student participation in co-curricular and extracurricular activities as evidenced by behavior reports and student and parent surveys. 15% of parents enrolled in exemplary parent training program (PIQE); 40% complete Attendance rate and related student engagement indicators will meet state targets and result in improved student achievement 		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> Target achieved. An additional 10% of parents express a better understanding of CCSS in parent survey and meetings Target achieved. Student participation has increased due to additional offerings and students, parents, and teachers report a direct and positive impact on students who participate in these activities. Target exceeded. 50% of parents who enrolled. completed the program. Target achieved. All student engagement indicators are improved.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
# 1: Provide information about CCSS to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc)	supplies Budget \$2,000 Source LCFF S/C	Completed within budget. Impact and Reflection on effectiveness: Parents indicate positive reaction to increased communication and teachers report that it has a direct impact on	supplies Budget Estimated Actual \$2,000	

			student classroom performance.	Source LCFF S/C
Scope of service:	districtwide		Scope of service:	districtwide
__xx__ALL			__xx__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
# 2: Select and sign with an after school agency that will provide parents support in establishing collaboration between home, school and the community.		PIQE contract for services Budget \$21,168 Source LCFF S/C	Completed within budget Impact and Reflection on effectiveness: PIQE training was provided. Parents who completed the training report great satisfaction with it and feel more empowered to assist with school decision-making as a result.	PIQE contract for services Estimated Actual \$10,642 Source LCFF S/C
Scope of service:	districtwide		Scope of service:	districtwide
__xx__ALL			__xx__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)_____	
# 3: Provide information about ELD and EL strategies to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc)		supplies Budget \$2,000 Source LCFF S/C	Completed within budget Impact and Reflection on effectiveness: Parents are very positive in their support for better communications regarding school, especially as it relates to their own students. Parents also report a better understanding of the new standards and what is expected of students.	No additional costs
Scope of service:	districtwide		Scope of service:	districtwide
__xx__ALL			__xx__ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
# 4: Make classroom and school environment improvements to provide improved learning environment for students		contract for purchase and installation of playground equipment Budget \$65,858 Source LCFF S/C	Completed within budget Projects include: new student tables in grades 1,2 and 3. New playground equipment Impact and Reflection on effectiveness:: Parents and students report a high degree of satisfaction with improvements to school and classroom environment that has resulted in improved student engagement and connectedness to school.		contract for purchase and installation of playground equipment Estimated Actual \$29,417 Source LCFF S/C
Scope of service:	districtwide		Scope of service:	districtwide	
__xx_ALL			__xx_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Parent involvement at Ducor is very supportive and improving each year as more parents learn how to impact school and district decision-making through established school and district committees such as School Site Council and District English Learner Advisory Committee as well as training provided through PIQE. Parent input at LCAP planning sessions and through parent surveys indicate great satisfaction with school improvements made thus far, especially in classroom teaching/learning environment and practices and a desire to see them continue. These student and parent engagement activities are essential in the continuous improvement process at Ducor School and have been very effective in empowering parents to be a positive force in the teaching/learning process and environment at the school.			

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>375,245</u>
<p>With 85% of enrollment qualified as “low Income” and 75% as English learner, Ducor School District (a single-school district) is de facto “schoolwide” unduplicated count students. Supplemental and Concentration grant funds in the amount of \$375,245 projected for 2016-17 are therefore principally directed at unduplicated count students, specifically low income and English learners, in a schoolwide/districtwide coordinated program. This will assure efficient and equitable use of district funds and build a high quality coordinated instructional program that fills in the gaps in knowledge, skills, and learning experiences associated with poverty and second language acquisition. Examples of 2016 LCAP actions and services that are principally directed at these students are:</p> <ul style="list-style-type: none"> • providing hands-on experiential learning experiences to fill in gaps in the prior knowledge critical in learning, • technology resources for 21st century school and workplace knowledge and skills for students who do not have access to the resources at home, • materials for differentiating instruction to make necessary adaptations and accommodations in the teaching/learning process • implementing parent involvement programs that help parents make informed decisions in school and district processes and programs, • assuring that students in our rural district have safe and dependable transportation to school and to experiential learning study trips, and • providing programs and services to assure that unduplicated count students and students with exceptional needs have full access to a rigorous broad course of study 	

- 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.

31.45	%
<p>Actions and services directing impacting unduplicated count students are increased and improved beyond the required 31.45%. Services for the 75% of Ducor students who are English learners, for example, include improved instructional materials and technology, improved teaching strategies to adapt and accommodate lessons to support English learners, and greatly improved and expanded English acquisition curriculum, expanded experiential and hands-on learning programs, school and district leadership programs for students and their parents, and critical improvements in transportation and school environment.</p>	

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).