



2021-22 Local Control and Accountability Plan (LCAP) Overview

Oroville City Elementary School District

State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

Student Enrollment

Ethnicity	Percent of Enrollment
American Indian	3.6%
African American	3.3%
Asian	8.8%
Filipino	0.5%
Hispanic/Latino	16.5%
Pacific Islander	0.2%
White	51.6%
Multiple/No Response	0.4%

Student Group	Percent of Enrollment
English Learners	6.77%
Low Income	80%
Foster Youth	1.23%

Our Community



Oroville Communities Served



2,533

Students



7

Schools



315

Staff

2021-22 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$5,666,939.00
Other State Funds	\$1,089,667.00
Local Funds	
Federal Funds	\$571,361.00
Total Funds	\$7,327,967.00

Type	Totals
Personnel	\$4,893,881.00
Non-Personnel	\$2,434,086.00





2021-22 LCAP Goals and Services

GOAL

1

(1) The District will ensure that all teachers and paraprofessionals are appropriately assigned and highly qualified, and that school facilities are safe and maintained in good repair.



1.1	Staffing A. The District will hire and retain a highly qualified staff through a competitive salary schedule, comparable to districts identified in the collective bargaining agreements.		 English Learners Foster Youth Low Income
1.2	Maintenance of Facilities B. The District will hire maintenance, grounds, custodial, and clerical staff, as needed. (Refer to Section "Demonstration of increased or Improved Services for Unduplicated Pupils")	\$50,521.00	 English Learners Foster Youth Low Income
1.3	Teacher Development The District will contract with the Butte County Office of Education for BTSA services.	\$21,728.00	 English Learners Foster Youth Low Income
1.4	Substitute Teachers To support professional development and high quality substitutes, the District will maintain the current substitute teacher daily rate.	\$65,000.00	 English Learners Foster Youth Low Income
1.5	Facility Plan The District will assess, revise, and continue implementation of the 5 year facility plan that will include safety priorities for each of the schools (Appendix C).	\$1,037,246.00	 English Learners Foster Youth Low Income





GOAL





2

OCESD will increase student achievement for all students while addressing the needs of subgroups to close the achievement gap.



<p>2.1</p>	<p>Classroom Supply Budget Each regular education classroom will be assigned a \$350 budget.</p>	<p>\$38,500.00</p>	 <p>All Students</p>
<p>2.2</p>	<p>Professional Development A. The District will provide certificated, classified, and administrative staff with professional development to continually update their skills, and learn best practices related to improving student learning and academic achievement B. Grade-level meetings to share best practices, analyze student data, explore new mindsets for raising student achievement; supporting struggling learners and students with disabilities (SWD's) C. Offer BCOE paraprofessional training and additional support for math paraprofessionals D. Provide for new teachers Math, ELA, Science to support standards and curriculum implementation E. Provide training on best practices for student engagement including distance learning F. Review options for other programs in lieu of iReady G. The use of educational technology to improve pupil performance-- i-Ready, Illuminate, Go Guardian, H. Training for paraprofessionals to maximize their effectiveness working with at-risk and students with special needs I. Provide monthly workshops for parents to support their child.(e.g. how to structure homework time; motivate your child; encourage literacy and wellness) J The District will provide in professional development regarding equity, implicit and explicit bias, trauma-informed practices, SEL, PBIS, engagement strategies, strategies for struggling learners, effective practices for SWD's and core content best practices including UDL. K. Provide annual training and support with child find, accommodations, modifications, 504 and manifestation determination, positive behavior intervention plan and implementation, and specialized instruction.</p>	<p>\$16,600.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>2.3</p>	<p>Strategy Development for SWD Ensure SWD's are being supported in the general education classroom to the greatest extent possible. Develop a culture of supporting students in the least restrictive environment. Provide support in specialized instruction and reasonable accommodation Increase staff to student ratio. Provide positive behavior intervention support and Behavior Intervention Plan as needed.</p>	<p>\$16,600.00</p>	 <p>Students with Disabilities</p>

<p>2.4</p>	<p>Strategies for Improvement A. Provide training materials, resources and artifacts. B. Provide a professional learning calendar and agendas. C. Ensure SWD's are mainstreaming the appropriate amount of time.</p>	<p>\$16,600.00</p>	 <p>Students with Disabilities</p>
<p>2.5</p>	<p>Implementation of state standards. A. The District will provide instructional aides, library clerks, and instructional resources. B. The District will continue to provide students, including students with disabilities (SWD's), with more instructional minutes than required by the State for Grs. TK-8. The district provides, on average, 10% more instructional minutes per day than as required. This additional class time will allow for academic intervention for students and local academic assessments like Accelerated Reader, and iReady. C. The District will provide supplemental materials in ELA/ELD, Science, and History-Social Science (HSS) to support the Literacy Standards. D. The District will identify and purchase a new history and social studies adoption. E. The District will hire teachers to maintain the goal of 24:1 in Grs. TK-3. Monthly grade level meeting will support best practices, data analysis and effective implementation of programs.</p>	<p>\$1,947,437.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>2.6</p>	<p>Technology Program A. In order to fully support the rigor of the CCSS, the District will maintain site technology facilitators and a technology support person based on identified district-wide needs. B. The District will continue to update technology and maintain a replacement program to continue the 1:1 Chromebook program. C. The District will continue to update school library resources in order to support 21st Century skills. This includes continuing to support Destiny, providing technology for research purposes, and updating book collections. D. The District will continue to provide "Go Guardian," a software application to help teachers monitor and manage student devices.</p>	<p>\$284,831.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>2.7</p>	<p>Multilingual program. The District will support the EL learner in order to lessen the achievement gap. A. The District will provide bilingual aides at sites where needed to support EL students in the core academic program. B. Increased support to Bilingual Hmong (8 hrs) and Spanish-speaking parent liaison (7 hours) and both positions will support 504 and SPED parents. C. The District will continue to expand its relationship with the African American Family and Cultural Center, Hmong Cultural Center, and Mooretown Rancheria to provide opportunities for our African American, Hmong, and American Indian students to improve their performance in ELA and Math. Provide instructional support for MTSS D. Implement new "designated" and "newcomer" ELD curriculum for Grades 7/8. E. Professional development will be provided to classified and certificated to provide best practices and current strategies to support our EL students. (e.g. CABE) F. Explore supporting Promotores to assist with homework support</p>	<p>\$235,169.00</p>	 <p>English Learners</p>


2.8	<p>Additional Instructional support</p> <p>A. Provide a literacy/reading coach for each of the elementary schools and an intervention teacher for the middle schools.</p> <p>B. Provide two instructional aides per site to support math MTSS at the elementary level and one instructional aide to support the intervention teacher for the middle school.</p> <p>C. Develop a tiered system of assessments in math and reading to support an MTSS approach. Continue to provide i-Ready for Grades 1-8.</p> <p>D. Provide homework assistance to students virtually.</p>	\$1,189,469.00	 All Students
2.9	<p>Assessments</p> <p>A. Management and use of state and local pupil data to improve student learning- i-Ready, Illuminate</p> <p>B. The District will continue to provide a student data analysis software program (Illuminate) for academics. Teachers will continue to be trained in how to use the system.</p> <p>C. The District Assessment Committee will create local assessments to support MTSS in math and reading.</p> <p>D. Continue to develop a coherent system of report cards in which data from assessments will feed into report cards.</p>	\$0.00	 English Learners Foster Youth Low Income
2.10	<p>Implement a broad course of study</p> <p>A The District will support the Grades 6-8 band program by providing a teacher and purchaing band equipment and material.</p>	\$108,879.00	 English Learners Foster Youth Low Income
2.11	<p>Foster Youth and Homeless</p> <p>Review monthly the academic needs of all homeless and Foster Youth. Provide additional after school support in math, ELA and study skills as determined by the monthly meetings. Counselor check in monthly to assess if needs are supports are appropriate.</p>	\$5,000.00	 Homeless/Foster Youth



GOAL

3


The District will improve school climate and school safety to provide a more equitable and thriving environment.



3.1	<p>School Climate and Safety</p> <p>A . Provide noon duty campus supervisors to ensure school safety and connect with students in a proactive manner to establish positive relationships.</p> <p>B. Students will take the Healthy School Survey in 5th and 7th grade; results will be analyzed to determine student need.</p> <p>C. SRO officer, through the OPD, is contracted to promote a safe campus by connecting with students</p>	\$280,982.00	 English Learners Foster Youth Low Income
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	D The District Safety Committee will review the comprehensive plans and recommend training.		
3.2	<p>Student Support</p> <p>A. The District will hire an additional counselor to the existing 3.5 counselors to ensure each site will have a 1.0 counselor.</p> <p>B. School counselors will have ongoing check-ins with foster youth and homeless to identify needs and support accordingly.</p> <p>C. Schools will administer a screener to identify students needing additional support for things like peer group conflict, bullying, academic support, etc.</p> <p>D. Weekly foster status reports will be provided to counselors and principals for the purpose of identifying students with chronic absenteeism. The principals will ensure that SARB letters are sent in a timely manner and that counselors are reaching out to the students and families.</p> <p>E. SEL classes will be offered for all students at the middle school and SEL curriculum taught in elementary classrooms by the classroom teacher.</p> <p>F. Provide enrichment/club activities either during the day or after school to connect students to school.</p> <p>G. Provide a screener to</p>	\$438,955.00	 <p>English Learners Foster Youth Low Income</p>
3.3	<p>Professional Development</p> <p>A. District will provide staff development in the areas of PBIS, SEL, bully prevention, de-escalation strategies and trauma informed practices for administrators, classified, and certificated. There will be increased training for classified staff.</p> <p>B. Professional development on data entry and analysis for administrators and PBIS teams.</p>	\$16,600.00	 <p>All Students</p>
3.4	<p>Anti Bullying</p> <p>A. Principals will schedule monthly assemblies/activities to address bullying behavior and recognize students for positive behavior (e.g., perfect attendance, good citizenship, most improved).</p> <p>B. Teachers will emphasize how to prevent bullying, respond to bullying and how to be an ally through Second Step Lessons at the elementary and SEL classes at the middle school.</p> <p>C. Counselors will assist students experiencing bullying.</p> <p>D. School safety plans will address any problem areas bullying is occurring and address the problems.</p> <p>E. Specific staff will be identified that students can go to when bullying is occurring.</p> <p>F. The District will administer the Healthy Kids School Climate survey every other year to all students in Grades 5 and 7 to identify student need for support.</p> <p>G. Student will be</p> <p>.</p>		 <p>All Students</p>

<p>3.5</p>	<p>Communication A. The District will maintain the social media/website/mobile app communication platform. (Thrillshare, Dojo [Elementary] Remind[Middle School]) to cast a wider net in keeping parents informed and involved. B. To improve home/school communication regarding attendance and academic achievement, all middle school parents will have access to the Parent Portal. C. Sites continue to use Edulink for communication regarding absences, announcements, and school events. D. The District will provide an 8 hour/day Hmong speaking and a 7 hour/day Spanish-speaking Parent Liaison to facilitate community outreach and support/advocated for EL, 504 and SPED parents. E. Remind parents of the resources available multiple times throughout the year. F. Parent liaisons will call parents to encourage attendance at events and/or meetings.</p>	<p>\$4,106.00</p>	 English Learners Foster Youth Low Income
<p>3.6</p>	<p>School Attendance A. Clerks will assist in the collection and maintenance of attendance data. B. Nurse and health aides services will support increased student attendance by identifying and addressing health issues at school sites. C. Schools will have sufficient health supplies D. Schools will have activities to promote and recognize good and improved attendance. (e.g., school-wide assemblies, activities, prizes, school dance). E. State transportation funding will be supplemented to provide students, including low income (80% of our student population), a means of getting to school. F. Increase sites budget to develop and implement an incentive program to improve attendance</p>	<p>\$1,530,906.00</p>	 English Learners Foster Youth Low Income
<p>3.7</p>	<p>Equity and Culturally Responsive Climate School site teams will identify three academic, SEL, and trauma-responsive in tier 1 and 2 to use at their school sites. District will conduct self-reviews to determine appropriate service delivery to SWD's. School site teams will consistently engage in and implement quality improvement efforts that will help improve school climate and safety. Staff will increase their awareness of cultural sensitivity, equity, bias, trauma-informed practices, discipline, social-emotional learning, and CR PBIS, and be able to consistently utilize these strategies in their classrooms. Staff will use research-based strategies for working with racially and culturally diverse and low socioeconomic status student populations including SWD's.</p>	<p>\$16,600.00</p>	 All Students
<p>3.8</p>	<p>Alternatives to suspension The District will explore alternatives to student suspension A. CR-PBIS training and guidance will be provided to school teams. B. The District will continue to support professional development that helps staff understand trauma-sensitive youth and learn strategies to redirect inappropriate behavior and support social-emotional well-being</p>	<p>\$6,238.00</p>	 All Students

	C. Materials will be developed to use as an alternative to suspension.		
3.9	Foster Youth and Homeless Counselors will monitor monthly student needs for social emotional issues, any logistics in participating in school activities or transitioning into the school and attendance. Staff will be assigned to personally call families on attendance. Groups will be established to support students on adjusting to change as needed		 All Students

Stakeholder Engagement	Major Changes for 2021-22	We Want to Increase	We Want to Decrease
	<p>Goal 1: All nine action plans will be continued. In addition, the five-year facility plan will now include safety priorities for each of the sites.</p> <p>Goal 2: All 15 action plans will be continued. Teachers have completed their initial year of implementing i-Ready and are now ready to use end-of year student</p>	<p>We want to increase academic scores. The lowest academic area is Math, with every subgroup in either the orange or red performance bands. Out of 11 subgroups, 9 "declined", and 2 "declined significantly" (African American and Students with Disabilities). African American students were in the red and declined from "very low" to</p>	<p>Although there is presently no comparative data for chronic absenteeism, the percentage of chronic absenteeism for the 2016-17 school year was 19.7%. Students with disabilities and foster youth had the highest percentage of chronic absenteeism (29.2% and 34.4% respectively). The goal is to decrease the percentage of chronic</p>

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