

Introduction:**LEA:** Oroville City Elementary**Contact:** Penny Chennell-Carter, Superintendent, pchennellcarter@ocesd.net, (530)532-3000**LCAP Year:** 2016-17***Local Control and Accountability plan and Annual Update Template***

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education

Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

District Meetings

District LCAP Meetings: (10/21/14, 12/3/15, 1/13/16, 2/25/16, 5/25/16)

*Each of the five District LCAP meetings had staff and parent/community representatives.

Board (8/26/15) (3/3/16)

DAC (11/12/15, 5/25/16)

DELAC (10/22/15, 3/31/16, 5/19/16)

Student Healthy Kid Surveys (March/April, 2016)

Union Meetings

CSEA (9/29/15, 11/10/15, 12/15/15, 1/12/16, 2/16/16, 4/4/16, 5/13/16)

OETA (9/24/15, 10/29/15, 12/10/15, 1/29/16, 2/24/16)

Site Meetings (locally scheduled meetings)

Staff meetings, School Site Councils, ELAC,

During the August 26, 2015 board meeting, trustees approved revisions to the 2015-16 Local Control and Accountability Plan.

In the fall of 2015, participants were invited to participate in the Local Control Accountability Plan (LCAP) Committee. For the third year of the LCAP, the goal was to increase participation and have more equitable representation from a broad constituency, including parents, certificated and classified staff, teachers, and administrators. The union leadership recruited from their respective membership. Principals personally solicited volunteers and spoke to their School Site Council representatives.

Meeting of October 21, 2015

The first meeting was held on October 21, 2015. There were 25 participants including certificated/classified staff, administration, and parents. The Assistant Superintendent for Business explained how the Local Control Funding Formula (LCFF) influences the development of the LCAP. He described the use of supplemental and concentration

As a result of the discussions, the committee members recommended revisions for the 2016-2017 school year. They also generated a list of possible action plans to be considered in future revisions of the LCAP.

Meeting of October 21, 2015

Based on the data presented during the October 21, 2015 meeting, committee members noted that there was a continuing need for action plans to address the English Learner Annual Assessment Outcomes and to help a greater number of low income, English learners, foster youth and special needs children achieve proficiency in English/Language Arts and mathematics.

grant funds that support the academic achievement and emotional/social well-being of low income students, English learners, foster youth, and special needs children. The superintendent then led participants in a review of the three 2015-16 LCAP goals:

The District provides quality facilities and staff that promote academic success.

Students close the achievement gap as they demonstrate proficiency or above in the Common Core State Standards and the Next Generation Science Standards.

The District will increase parent and student collaboration while improving student attendance rates and decreasing student suspensions and expulsions.

Following the discussion of the LCFF and LCAP, the bilingual resource teacher reported on the District's English Learner Program. She highlighted data from the CELDT assessment and Annual Measurement Assessment Outcomes. The associate superintendent then presented student data on the spring 2015 administration of the California Assessment of Student Performance and Progress (CAASPP).

Meeting of December 3, 2015

The second LCAP meeting was held on December 3, 2015 with 24 participants in attendance. For the benefit of new parents who were attending, the associate superintendent for educational services and assistant superintendent for business reviewed key points about the LCAP and LCFF. The group was given time to discuss the three LCAP goals and eight State priority areas. The importance of looking at data as it relates to student achievement was emphasized.

The group heard a report on suspensions and expulsions. Handouts were distributed showing District enrollment by ethnicity. This was followed by a Power Point presentation that summarized the results of the District assessments for writing, timed math, reading, and mathematics.

Meeting of January 13, 2016

At the January 13, 2016 LCAP Meeting, there were 26 members in attendance. The voting procedures were discussed. Each school site was to have one certificated, one classified, and one parent voting

Meeting of December 3, 2015

As participants review and prepare to revise the LCAP, they were asked to think about the following question: How can we take the money and target changes that result in improved academic achievement and help to close the achievement gap?

The group learned that the number of suspensions and expulsions had declined since the 2004-05 school year. The current goal is to further reduce the 2013-14 suspensions and expulsions by 5% in 2020. They also learned that the District local assessments indicated student growth but the data clearly showed that improvement is needed so that a greater number of students are proficient in English/language arts and mathematics. This information will be used to review and revise the 2016-17 action plans.

Meeting of January 13, 2016

The LCAP committee will use the data and consensus on annual goals to update and prioritize action plans for the 2016-17 school year.

member. There were also three administrators, one representative each from OETA and CSEA, two teachers representing the special education and bilingual resource departments, and two classified staff members representing transportation and the District Office.

The group then reviewed various student and District data. The local assessment results, attendance summaries for the 2013-14, 2014-15, and 2015-16 school years, suspension/expulsion information, and FIT reports were presented to the group. Participants then discussed the 2015-16 goals/action plans to determine whether they were completed, on-going, in progress, or not yet started.

Meeting of February 25, 2016

There were 31 members in attendance at this meeting. During this session, the group continued discussing the 2015-16 action plans and the progress that had been made toward expected annual outcomes.

They then established priorities for the 2016-17 school year.

Enlarged versions of the 2016-17 action plans were posted at stations around the room. Voting members had time to select their top three, seven, and four priorities for Goals 1, 2, and 3, respectively. After completing this prioritization activity, volunteers read out loud those priorities that had ten or more check marks. Participants then advocated for other action plans and offered new suggestions for 2016-17 action plans. The voting members had 20 colored dots to "spend" on those action plans that had not initially received ten or more check marks or on newly suggested ideas. The results of the voting were tallied and shared with the group.

Meeting of May 25, 2016

At this meeting, there were sixteen participants. Working in small groups, they reviewed the LCAP draft and Expected Annual Measurable Outcomes. The focus was on the following sections of the LCAP: meeting summaries, goals and action plans for 2016-2017, and annual update.

Meeting of February 25, 2016

Participants reviewed the LCAP goals for the 2015-16 school year.

They discussed and reached consensus on whether the action plans were completed, in progress, on-going, or not yet started. Committee members prioritized their top action plans for the 2016-17 school year. The action plans that initially received 10 or more votes (highest to lowest) were the following:

The District will continue to support the integration of technology by supporting the purchase and replacement of computers, mobile, digital cameras, social media platforms, and software applications (20 votes).

Expelled students from OCESD will participate in Community Day School and adhere to a Rehabilitation Plan in order to continue their education and return to the regular educational program (18 votes).

The District will have a competitive salary that is comparable to Districts identified in the collective bargaining agreements (14 votes).

The District will hire and retain a highly qualified staff (13 votes).

The District will provide professional development for certificated and classified staff, which supports District and site curricular technology goals for daily classroom practices and in the management of schools (13 votes).

As supported in the District Technology Plan, the District will continue to provide improved infrastructure that will increase capacity to support the integration of technology (13 votes).

The District will maintain school libraries to support implementation of the common core to all students (12 votes).

	<p><i>To help close the achievement gap, full-time K-6 and 7/8 counselors will assist with the academic and social-emotional needs among significant subgroups (12 votes).</i></p> <p><i>The District will continue to restore maintenance, grounds, custodial, and clerical staff, as needed (11 votes).</i></p> <p><i>The District will provide training in the area of the Common Core State Standards and improved instructional strategies supporting project-based learning and performance-based assessment (11 votes).</i></p> <p><i>The District will support the additional technology support position, while maintaining District/Site Technology facilitators (10 votes).</i></p> <p><i>The sites will work to increase the sense of school safety and connectedness between parents, students, and school, including the implementation of Bully/School Climate assemblies and the use of noon duty supervisors (10 votes).</i></p> <p>LCAP committee members also discussed the need for additional priorities that were not included in the 2015-16 action plans. The top priority was to add a full-time counselor at each middle school (30 votes).</p> <p>The LCAP writers used the information from the February 25, 2016 meeting to develop action plans for 2016-17, 2017-18, and 2018-19. The Assistant Superintendent of Business Services estimated the projected expenditures for each action plan including any new ideas that were sent to the superintendent.</p>
<p>Annual Update:</p> <p>At the February 25, 2016 LCAP meeting, the group continued discussing the 2015-16 action plans and the progress that had been made toward expected annual outcomes.</p>	<p>Annual Update:</p> <p>As a result of this input and discussions that were held at the other LCAP meetings, actions plans were revised for the 2016-17 school year. There were no changes to the action plans for 2015-16.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for 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:	(1) The District will ensure that all teachers and paraprofessionals are appropriately assigned and highly qualified, that students have access to standards-aligned instructional materials, and that school facilities are safe and maintained in good repair.	Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local: N/A
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Identified Need:	<p>The District has in place protocols to ensure that all teachers and paraprofessionals are highly qualified.</p> <p>There are many upgrades and repairs to the facilities that are needed.</p> <p>Based on an annual facilities review and five-year plan, the District will continue to maintain and improve all school facilities.</p>			
Goal Applies to:	Schools:	All		
		Grades: All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>The District will have 100% of its teachers and paraprofessionals appropriately assigned and credentialed (using HQT report, SARC, and Williams report).</p> <p>The District will have 100% of the facilities in good or exemplary condition as measured by the Facility Inspection Tool (FIT) report and District 5 year facilities plan.</p> <p>The District will have 100% of its classrooms with sufficient instructional materials as verified by a Board resolution and Williams report.</p> <p>The District will fully implement its 3 year technology infrastructure plan.</p>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>The District will assess, revise, and continue implementation of the 5 year facility plan.</p> <p>The District will continue to restore maintenance, grounds, custodial, and clerical staff, as needed.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Wyandotte HVAC: \$22,287 LCFF S&C Funds, \$150,000 LCFF Base Funds, \$223,157 Prop 39 Funds, \$176,556 Williams Funds - Materials & Supplies, Professional Services</p> <p>Facilities Plan \$814,674 LCFF S&C - Salaries, Benefits, Materials, Professional Services and Indirect Costs</p>
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<p>The District will hire and retain a highly qualified staff and maintain a competitive salary schedule, comparable to districts identified in the collective bargaining agreements.</p> <p>To support professional development and high quality substitutes, the District will maintain the current substitute teacher daily rate.</p> <p>The District will continue to provide a District Bilingual Resource teacher to assist sites with EL students and ELD resources.</p>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Bilingual Resource Teacher: \$18,407 Title III Funds, \$76,615 LCFF S&C Funds; Salary, Benefits and Indirect Costs</p> <p>Substitute teachers to support professional development: \$65,000 LCFF S&C Funds; Salary and Benefits</p>
<p>The District will continue to contract with a BTSA provider. The District will pay 90% of the cost and the unit member will pay 10 %. The District will be responsible for the entire cost of the Support Provider.</p>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>BTSA Support Provider: \$28,096 LCFF S&C, Professional Services and Indirect Costs</p>

<p>The District will pilot core ELA/ELD instructional materials to be adopted in the 2017-2018 school year.</p> <p>The District will purchase supplemental materials in the Literacy Standards in ELA/ELD, science, and social studies.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Textbooks: \$500,000 Lottery Funds, Textbooks</p>
<p>The District will be in the final year of a districtwide 3 year infrastructure technology upgrade. The focus will be on the consolidation and virtualization of servers.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Infrastructure Upgrade: \$312,180 LCFF S&C Funds, Materials and Indirect Costs</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>The District will have 100% of its teachers and paraprofessionals appropriately assigned and credentialed (using HQT report, SARC, and Williams report).</p> <p>The District will have 100% of the facilities in good or exemplary condition as measured by the Facility Inspection Tool (FIT) report.</p> <p>The District will have 100% of its classrooms with sufficient instructional materials as verified by a Board resolution and Williams report.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>The District will assess, revise, and continue the implementation of the 5 year plan.</p> <p>The District will continue to restore maintenance, grounds, custodial, and clerical staff, as needed.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Facilities Plan \$814,674 LCFF S&C - Salaries, Benefits, Materials, Professional Services and Indirect Costs</p>
<p>The District will maintain site technology facilitators and a technology support person based on identified District-wide needs.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Infrastructure Upgrade: \$312,180 LCFF S&C Funds, Materials and Indirect Costs</p>
<p>The District will hire and retain a highly qualified staff though a competitive salary schedule, comparable to districts identified in the collective bargaining agreements.</p> <p>To support professional development and high quality substitutes, the District will maintain the current substitute teacher daily rate.</p> <p>The District will provide a District Bilingual Resource teacher to assist sites with EL students and ELD resources.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Bilingual Resource Teacher: \$18,407 Title III Funds, \$76,615 LCFF S&C Funds; Salary, Benefits and Indirect Costs</p> <p>Substitute teachers to support professional development: \$65,000 LCFF S&C Funds; Salary and Benefits</p>

<p>The District will continue to contract with a BTSA provider. The District will pay 90% of the cost and the unit member will pay 10 %. The District will be responsible for the entire cost of the Support Provider.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>BTSA Support Provider: \$28,096 LCFF S&C, Professional Services and Indirect Costs</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>The District will have 100% of its teachers and paraprofessionals appropriately assigned and credentialed (using HQT report, SARC, and Williams report.</p> <p>The District will have 100% of the facilities in good or exemplary condition as measured by the Facility Inspection Tool (FIT) report.</p> <p>The District will have 100% of its classrooms with sufficient instructional materials as verified by a Board resolution and Williams report.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>The District will assess, revise, and continue implementation of the 5 year facility plan.</p> <p>The District will continue to restore maintenance, grounds, custodial and clerical staff, as needed.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Facilities Plan \$814,674 LCFF S&C - Salaries, Benefits, Materials, Professional Services and Indirect Costs</p>

<p>The District will maintain site technology facilitators and a technology support person based on identified District-wide needs.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Infrastructure Upgrade: \$312,180 LCFF S&C Funds, Materials and Indirect Costs</p>
<p>The District will hire and retain a highly qualified staff through a competitive salary schedule, comparable to districts identified in the collective bargaining agreements.</p> <p>To support professional development and high quality substitutes, the District will maintain the current substitute teacher daily rate.</p> <p>The District will provide a District Bilingual Resource teacher to assist sites with EL students and ELD resources.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Bilingual Resource Teacher: \$18,407 Title III Funds, \$76,615 LCFF S&C Funds; Salary, Benefits and Indirect Costs</p> <p>Substitute teachers to support professional development: \$65,000 LCFF S&C Funds; Salary and Benefits</p>
<p>The District will continue to contract with a BTSA provider. The District will pay 90% of the cost and the unit member will pay 10%. The District will be responsible for the entire cost of the Support Provider.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>BTSA Support Provider: \$28,096 LCFF S&C, Professional Services and Indirect Costs</p>

GOAL:	(2) The achievement gap will be lessened as student achievement increases among all students including foster youth, special education, low socioeconomic, and all ethnic subgroups.	Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: N/A
Identified Need:	<p>As indicated in the local and state assessment results, there is an achievement gap among student groups. This necessitates the need for sustained quality professional development in order to support educators in the implementation of the required rigor in all areas within the Common Core State Standards. Educator proficiency around data analysis, targeted interventions (RTI), implementation of CCSS, and integration of technology will increase with professional development and/or practice at all sites. Student learning will increase as the achievement gap is narrowed among all students including foster, special education, low socioeconomic, and all ethnic groups.</p> <p>In addition, it is necessary to increase the use of technology and to support 21st century skills: critical thinking, creativity, communication, and collaboration.</p>	
Goal Applies to:	Schools:	Districtwide
	Grades:	All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

Expected Annual Measurable Outcomes:	<p>Results from local and state assessments will demonstrate the effectiveness of common core, ELA and mathematics instruction.</p> <p>Student proficiency will increase districtwide by 1% on the CAASPP assessment in ELA and mathematics.</p> <p>Students in grades 1-8 will demonstrate one year's growth as described in Track My Progress' <i>Expected Progress</i> in ELA and mathematics when comparing results from the "fall" assessment to the "summer" assessment. Kindergarten students will demonstrate a .5 year's growth from "winter" to "summer".</p> <p>EL students will demonstrate proficiency in the fall or 1% growth from the fall trimester to the spring trimester on the ADEPT assessment.</p> <p>Compared to the 2015-16 school year, the percentage of EL students progressing toward English proficiency as measured by the CELDT will increase by 3%.</p> <p>Compared to the 2015-16 school year, the percentage of EL students attaining English learner reclassification will increase by 1%.</p> <p>The District will ensure that all students, including unduplicated pupils and individuals with exceptional needs, in Grades 6-8 have equal access to English/language arts, mathematics, science, social science, visual and performing arts, and physical education, as demonstrated by the master schedule.</p> <p>Middle schools will maintain a dropout rate of less than 1%.</p> <p>The District will maintain site technology support.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>The District will provide professional development to support educators in increasing the rigor of lessons in ELA and mathematics.</p> <p>The District will provide training in the area of project-based learning and performance-based assessments.</p> <p>In order to close the achievement gap among significant subgroups, the District will provide professional development to improve the ability to analyze data and target interventions to meet the identified needs of all students.</p> <p>The District will continue the integration of technology and provide professional development and coaching for certificated and classified staff to improve teaching and learning.</p> <p>The District will continue to provide autism, behavior, (including CPI) and best practices training for regular and substitute special education aides.</p> <p>The District will provide CCSS professional development for instructional aides and library clerks.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Professional Development: \$93,022</p> <p>Educator Effectiveness Funds; \$101,396 Title I Funds, Salary, Benefits and Professional Services</p> <p>Technology Coach: \$49,500</p> <p>Educator Effectiveness Funds, Professional Services</p>
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<p>The District will continue the TK-3 Autism Spectrum Disorder (ASD) Program.</p> <p>The District will review the number of ASD students needing placement in a Grades 4-6 ASD Program.</p> <p>The District will continue to employ an 8-hour per day secretary to maintain accurate and timely data for special needs students.</p>	<p>Districtwide</p> <p>Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>ASD Program: \$140,240 Special Education Funds; \$14,194 LCFF Base Funds, Salary and Benefits</p> <p>Special Education Secretary: \$31,808 Special Education Funds, \$33,099, LCFF S&C Funds, Salary, Benefits and Indirect Costs</p>
<p>The District will provide bilingual aides at sites where needed to support EL students in the core academic program.</p> <p>The District will support the implementation of Common Core State Standards by providing instructional aides, library clerks, and instructional resource contracts.</p> <p>The District will update school library resources in order to support 21st Century skills. This includes upgrading to Destiny, providing technology for research purposes, and updating book collections.</p> <p>The District will continue to provide students with more instructional minutes than required by the State for grades TK-8. The district provides, on average, 10% more instructional minutes per day than as required.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Bilingual Aide: \$65,756 LCFF S&C, Salary, Benefits and Indirect Costs</p> <p>Instructional Aides: \$248,919 Title I; \$30,459 LCFF S&C Funds, Salary, Benefits and Indirect Costs</p> <p>Library Aides: \$90,825 LCFF S&C, Salary, Benefits and Indirect Costs</p> <p>Instructional</p>

			<p>Resource Contract: \$1,393, LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Destiny: \$7,284 LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Additional Instructional Minutes: \$1,024,040 LCFF S&C Funds, Salary and Benefits</p>
<p>The District will hire teachers to transition to the goal of 24:1 in Grades TK-3.</p>	<p>Elementary Schools Grades: TK, K, 1st, 2nd, 3rd</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Staff to maintain 24:1 \$162,846 Title II Funds; \$50,686 LCFF S&C Funds; Salaries and Benefits</p>

<p>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.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$270,137, LCFF S&C Funds, Salary, Benefits, Materials and Indirect Costs</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Results from local and state assessments will demonstrate the effectiveness of common core, ELA and Mathematics instruction.</p> <p>The District-wide level of proficiency will increase by 1% on the CAASPP assessment in ELA and mathematics.</p> <p>Students in grades 1-8 will demonstrate one year's growth as described in Track My Progress' <i>Expected Progress</i> in ELA and mathematics when comparing results from the "fall" assessment to the "summer" assessment. Kindergarten students will demonstrate a .5 year's growth from "winter" to "summer".</p> <p>EL students will demonstrate proficiency in the fall of 1% growth from the fall trimester to the spring trimester on the ADEPT assessment.</p> <p>Compared to the 2015-16 school year, the percentage of EL students progressing toward English proficiency will increase by 2%.</p> <p>Compared to the 2015-16 school year, the percentage of ELs attaining English learner reclassification will increase by 1%.</p> <p>The District will ensure that all students, including unduplicated pupils and individuals with exceptional needs, in Grades 6-8 have equal access to English/language arts, mathematics, science, social science, visual and performing arts, and physical education as demonstrated by the master schedule.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
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<p>The District will provide professional development to support educators of the required rigor in ELA and Mathematics.</p> <p>The District will provide training in the area of project-based learning and performance-based assessments.</p> <p>In order to close the achievement gap among significant subgroups, the District will provide professional development to improve the ability to analyze data and target interventions to meet the identified needs of all students.</p> <p>The District will continue the integration of technology and provide professional development and coaching for certificated and classified staff to improve teaching and learning.</p> <p>The District will continue to provide autism, behavior, (including CPI) and best practices training for regular and substitute special education aides.</p> <p>The District will provide CCSS professional development for instructional aides and library clerks.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$101,396 Title I Funds, Salary, Benefits and Professional Services</p>
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<p>The District will continue the TK-3 Autism Spectrum Disorder (ASD) Program.</p> <p>The District will review number of ASD students needing placement in a Grades 4-6 ASD Program.</p> <p>The District will employ an 8-hour per day secretary to maintain accurate and timely data for special needs students.</p>	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>ASD Program: \$140,240 Special Education Funds; \$14,194 LCFF Base Funds, Salary and Benefits</p> <p>Special Education Secretary: \$31,808 Special Education Funds, \$33,099, LCFF S&C Funds, Salary, Benefits and Indirect Costs</p>
<p>The District will pilot core ELA/ELD instructional materials.</p> <p>The District will implement supplemental materials in the Literacy Standards in ELA/ELD, science, and social studies.</p>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$0</p>
<p>The District will provide bilingual aides at sites where needed to support EL students in the core academic program.</p> <p>The District will support the implementation of Common Core State Standards by providing instructional aides, library clerks, and instructional resource contracts.</p> <p>The District will update school library resources in order to support 21st Century skills. This includes upgrading to Destiny, providing technology for research purposes, and</p>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Bilingual Aide: \$65,756 LCFF S&C, Salary, Benefits and Indirect Costs</p> <p>Instructional Aides: \$248,919 Title I; \$30,459 LCFF S&C Funds, Salary,</p>

<p>updating book collections.</p> <p>The District will continue to provide students with more instructional minutes than required by the state for grades TK-8. The district provides, on average, 10% more instructional minutes per day than as required.</p>			<p>Benefits and Indirect Costs</p> <p>Library Aides: \$90,825 LCFF S&C, Salary, Benefits and Indirect Costs</p> <p>Instructional Resource Contract: \$1,393, LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Destiny: \$7,284 LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Additional Instructional Minutes: \$1,024,040 LCFF S&C Funds, Salary and Benefits</p>
<p>The District will hire teachers to transition to the goal of 24:1 in Grades TK-3.</p>	<p>Elementary Grades: TK, K, 1st, 2nd, 3rd</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Staff to maintain 24:1 \$162,846 Title II Funds; \$50,686 LCFF S&C Funds; Salaries and Benefits</p>

<p>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.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$270,137, LCFF S&C Funds, Salary, Benefits, Materials and Indirect Costs</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>Results from local and state assessments will demonstrate the effectiveness of common core, ELA and Mathematics instruction.</p> <p>The District-wide level of proficiency will increase by 1% on the CAASPP assessment in ELA and mathematics.</p> <p>Students in grades 1-8 will demonstrate one year's growth as described in Track My Progress' <i>Expected Progress</i> in ELA and mathematics when comparing results from the "fall" assessment to the "summer" assessment. Kindergarten students will demonstrate a .5 year's growth from "winter" to "summer".</p> <p>EL students will demonstrate proficiency in the fall or 1% growth from the fall trimester to the spring trimester on the ADEPT assessment.</p> <p>Compared to the 2015-16 school year, the percentage of EL students progressing toward English proficiency as measured by the CELDT will increase by 2%.</p> <p>Compared to the 2015-16 school year, the percentage of ELs attaining English learner reclassification will increase by 1%.</p> <p>The District will ensure that all students, including unduplicated pupils and individuals with exceptional needs, in Grades 6-8 have equal access to English/language arts, mathematics, science, social science, visual and performing arts, and physical education as demonstrated by the master schedule.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
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<p>The District will provide professional development to support educators of the required rigor in ELA and mathematics.</p> <p>The District will provide training in the area of project-based learning and performance-based assessments.</p> <p>In order to close the achievement gap among significant subgroups, the District will provide professional development to improve the ability to analyze data and target interventions to meet the identified needs of all students.</p> <p>The District will continue the integration of technology and provide professional development and coaching for certificated and classified staff to improve teaching and learning.</p> <p>The District will continue to provide autism, behavior, (including CPI) and best practices training for regular and substitute special education aides.</p> <p>The District will provide CCSS professional development for instructional aides and library clerks.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$101,396 Title I Funds, Salary, Benefits and Professional Services</p>
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<p>The District will continue the TK-3 Autism Spectrum Disorder (ASD) Program.</p> <p>The District will review the number of ASD students needing placement in a Grades 4-6 ASD Program.</p> <p>The District will employ an 8-hour per day secretary to maintain accurate and timely data for special needs students.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>ASD Program: \$140,240 Special Education Funds; \$14,194 LCFF Base Funds, Salary and Benefits</p> <p>Special Education Secretary: \$31,808 Special Education Funds, \$33,099, LCFF S&C Funds, Salary, Benefits and Indirect Costs</p>
<p>The District will pilot core ELA/ELD instructional materials.</p> <p>The District will implement supplemental materials in the Literacy Standards in ELA/ELD, science, and social studies.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$0</p>
<p>The District will provide bilingual aides at sites where needed to support EL students in the core academic program.</p> <p>The District will support the implementation of Common Core State Standards by providing instructional aides, library clerks, and instructional resource contracts.</p> <p>The District will update school library resources in order to support 21st Century skills. These include upgrading to Destiny, providing technology for research purposes,</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Bilingual Aide: \$65,756 LCFF S&C, Salary, Benefits and Indirect Costs</p> <p>Instructional Aides: \$248,919 Title I; \$30,459 LCFF S&C Funds, Salary,</p>

<p>and updating book collections.</p> <p>The District will continue to provide students with more instructional minutes than required by the state for grades TK-8. The district provides, on average, 10% more instructional minutes per day than as required.</p>			<p>Benefits and Indirect Costs</p> <p>Library Aides: \$90,825 LCFF S&C, Salary, Benefits and Indirect Costs</p> <p>Instructional Resource Contract: \$1,393, LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Destiny: \$7,284 LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Additional Instructional Minutes: \$1,024,040 LCFF S&C Funds, Salary and Benefits</p>
<p>The District will hire teachers to transition to the goal of 24:1 in Grades TK-3.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Staff to maintain 24:1 \$162,846 Title II Funds; \$50,686 LCFF S&C Funds; Salaries and Benefits</p>

<p>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.</p>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$270,137, LCFF S&C Funds, Salary, Benefits, Materials and Indirect Costs</p>
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GOAL:	<p>(3) The District will improve student engagement (attendance and chronic absenteeism rates; middle school dropout rates), and parent involvement.</p> <p>The District will improve school climate (suspension/expulsion rates, sense of safety, and school connectedness.)</p>	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	<p>Research indicates that student engagement (attendance) improves instructional effectiveness. The need is to increase student attendance rates, decrease chronic absenteeism and maintain a middle school dropout rate of less than 1%. Attendance records indicate that during the 2015-2016 school year, 16% of foster youth were identified as chronic absentees, compared to 9% of the overall population. A specific need for our foster youth is to decrease chronic absenteeism.</p> <p>Research also indicates that parental involvement in students' education increases student achievement. There is a need to create opportunities for greater parent involvement in our schools.</p> <p>CALPADS demonstrates a decrease in expulsion and suspension rates. To provide a safe school climate, the need is to continue decreasing the number of expulsions and suspensions and to increase the sense of safety and school connectedness.</p>	
Goal Applies to:	Schools: Districtwide Grades: All	Applicable Pupil Subgroups: All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>As identified in CALPADS,</p> <p>Attendance rates will increase by .05%.</p> <p>Chronic absenteeism for all groups will decrease by 5% and by an additional 1% among foster youth.</p> <p>Middle schools will maintain a dropout rate below 1%.</p> <p>The suspension rate will decrease by 5%.</p> <p>Our expulsion rate will decrease by 1%.</p> <p>The number of school functions in which parents can participate will increase by 1.</p> <p>The School Safety/Climate Survey will be used at all school sites to identify areas of concern by analyzing survey results and directing efforts to improve school safety and climate.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>The District and sites will assure parent and school collaboration on decision-making committees and increase parent participation and communication in student centered events.</p> <p>Using the Parent Portal, the middle schools will improve parent communication regarding academic achievement.</p> <p>The sites will improve parent communication regarding absences and school events using Edulink.</p> <p>The District will create a way to collect disaggregated data from our Safety/Climate Survey and Parent Survey in order to identify areas of strength and need.</p> <p>The District will provide a 7 hour/day Hmong-speaking and a 3.5 hour/day Spanish-speaking Parent Liaison to facilitate community outreach to our EL parents and increase parent participation.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Parent Coordinators: \$41,354 Title I Funds, Salary and Benefits</p> <p>Edulink \$2,706 LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Climate Survey: \$260, LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Bilingual Parent Liaisons: \$48,859, LCFF S&C Funds, Salary, Benefits and Indirect Costs</p>
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<p>Clerks will assist in the collection and maintenance of attendance data.</p> <p>Nurse and health aides services will support increased student attendance by identifying and addressing health issues at school sites.</p> <p>Sites will recognize good student attendance.</p> <p>The District will provide training to staff in trauma informed care and restorative practices to help them understand issues and concerns of foster youth.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Nurse: \$130,075, LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Health Aides: \$140,586 LCFF S&C Funds, Salary, Benefits and Indirect Costs</p> <p>Clerks: \$144,840 LCFF S&C Funds, Salary, Benefits and Indirect Costs</p> <p>Attendance incentives: \$2,081, LCFF S & C Funds, Materials and Indirect Costs</p> <p>Professional Development: \$2,602, LCFF S&C Funds, Professional Services and Indirect Costs</p>
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<p>State transportation funding will be supplemented to provide students, including low-income (80% of our student population) a means of getting to school.</p>	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Transportation: \$657,000 LCFF S&C Funds, Professional Services</p>
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<p>The District will contract with a behavior specialist for training, support, and professional development in effective discipline and classroom practices.</p> <p>The District will research programs and strategies to help with reducing the number of suspensions and expulsions</p> <p>Expelled students from OCESD will participate in Community Day School and adhere to a Rehabilitation Plan in order to continue their and return to the regular educational program.</p> <p>The District will maintain a full-time K-6 and 7/8 counselor to assist with the academic and social emotional needs among significant subgroups. Weekly foster status reports are provided to counselors and will be provided to principals for the purpose of identifying appropriate services.</p> <p>In the spring, the District will recruit an additional middle school counselor.</p> <p>The District will explore the feasibility of adding counselor/psychologist time to provide behavioral interventions.</p> <p>To decrease the number of suspensions and expulsions, sites will explore positive discipline strategies and/or programs, including alternative education settings. Training and materials will be provided where needed.</p> <p>The sites will work to increase the sense of school safety and connectedness between parents, students, and school, including the implementation of Bully/School Climate Assemblies and the use of noon duty supervisors.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Behavior Specialist: \$7,805 LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Possible behavior intervention programs: \$0</p> <p>Community Day School/County Community School: \$3,122 LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Counselors: \$193,126 LCFF S&C Funds, Salary, Benefits and Indirect Costs</p> <p>Noon Duty Supervisors: \$97,746 LCFF S&C Funds, Salary, Benefits and Indirect Costs</p> <p>Assemblies: \$0</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>As identified in CALPADS,</p> <p>Attendance rates will increase by .05%.</p> <p>Chronic absenteeism will decrease by 5%.</p> <p>Middle Schools will maintain a 0% dropout rate.</p> <p>The suspension rate will decrease by 5%.</p> <p>Our expulsion rate will decrease by 1%.</p> <p>The number of school functions in which parents can participate will increase by 1.</p> <p>The School Safety/Climate Survey will be used at all school sites to identify areas of concern by analyzing survey results and directing efforts to improve school safety and climate.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>The District and sites will assure parent and school collaboration on decision-making committees and increase parent participation and communication in student centered events.</p> <p>Using the Parent Portal, the middle schools will improve parent communication regarding academic achievement.</p> <p>The sites will improve parent communication regarding absences and school events using Edulink.</p> <p>The District will create a way to collect disaggregated data from our Safety/Climate Survey and Parent Survey in order to identify areas of strength and need.</p> <p>The District will provide a 7 hour/day Hmong-speaking and a 3.5 hour/day Spanish-speaking Parent Liaison to facilitate community outreach to our EL parents and increase parent participation.</p>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Parent Coordinators: \$41,354 Title I Funds, Salary and Benefits</p> <p>Edulink \$2,706 LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Climate Survey: \$260, LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Bilingual Parent Liaisons: \$48,859, LCFF S&C Funds, Salary, Benefits and Indirect Costs</p>
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<p>Clerks will assist in the collection and maintenance of attendance data.</p> <p>Nurse and health aides services will support increased student attendance by identifying and addressing chronic health issues at school sites.</p> <p>Sites will recognize good student attendance.</p> <p>The District will provide training to staff in trauma informed care and restorative practices to help them understand issues and concerns of foster youth.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Nurse: \$130,075, LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Health Aides: \$140,586 LCFF S&C Funds, Salary, Benefits and Indirect Costs</p> <p>Clerks: \$144,840 LCFF S&C Funds, Salary, Benefits and Indirect Costs</p> <p>Attendance incentives: \$2,081, LCFF S & C Funds, Materials and Indirect Costs</p> <p>Professional Development: \$2,602, LCFF S&C Funds, Professional Services and Indirect Costs</p>
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<p>State transportation funding will be supplemented to provide students, including low-income (80% of our student population) a means of getting to school.</p>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Transportation: \$657,000 LCFF S&C Funds, Professional Services</p>
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<p>The District will contract with a behavior specialist for training, support, and professional development in effective discipline and classroom practices.</p> <p>The District will research programs and strategies to help with reducing the number of suspensions and expulsions</p> <p>Expelled students from OCESD will participate in Community Day School and adhere to a Rehabilitation Plan in order to continue their and return to the regular educational program.</p> <p>The District will maintain full-time K-6 and 7/8 counselors (three total) to assist with the academic and social emotional needs among significant subgroups. Weekly foster status reports will be provided to counselors and principals for the purpose of identifying appropriate services.</p> <p>To decrease the number of suspensions and expulsions, sites will explore positive discipline strategies and/or programs, including alternative education settings. Training and materials will be provided where needed.</p> <p>The sites will work to increase the sense of school safety and connectedness between parents, students, and school, including the implementation of Bully/School Climate Assemblies and the use of noon duty supervisors.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Behavior Specialist: \$7,805 LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Possible behavior intervention programs: \$0</p> <p>Community Day School/County Community School: \$3,122 LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Counselors: \$193,126 LCFF S&C Funds, Salary, Benefits and Indirect Costs</p> <p>Noon Duty Supervisors: \$97,746 LCFF S&C Funds, Salary, Benefits and Indirect Costs</p> <p>Assemblies: \$0</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>As identified in CALPADS,</p> <p>Attendance rates will increase by .05%.</p> <p>Chronic absenteeism will decrease by 5%.</p> <p>Middle Schools will maintain a 0% dropout rate.</p> <p>The number of students suspended will decrease by 5%.</p> <p>The number of expulsions will decrease by 1.</p> <p>The number of school functions in which parents can participate will increase by 1.</p> <p>The School Safety/Climate Survey will be used at all school sites to identify areas of concern by analyzing survey results and directing efforts to improve school safety and climate.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>The District and sites will assure parent and school collaboration on decision-making committees and increase parent participation and communication in student centered events.</p> <p>Using the Parent Portal, the middle schools will improve parent communication regarding academic achievement.</p> <p>The sites will improve parent communication regarding absences and school events using Edulink.</p> <p>The District will create a way to collect disaggregated data from our Safety/Climate Survey and Parent Survey in order to identify areas of strength and need.</p> <p>The District will provide a 7 hour/day Hmong-speaking and a 3.5 hour/day Spanish-speaking Parent Liaison to facilitate community outreach to our EL parents and increase parent participation.</p>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Parent Coordinators: \$41,354 Title I Funds, Salary and Benefits</p> <p>Edulink \$2,706 LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Climate Survey: \$260, LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Bilingual Parent Liaisons: \$48,859, LCFF S&C Funds, Salary, Benefits and Indirect Costs</p>
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<p>Clerks will assist in the collection and maintenance of attendance data.</p> <p>Nurse and health aides services will support increased student attendance by identifying and addressing chronic health issues at school sites.</p> <p>Sites will recognize good student attendance.</p> <p>The District will provide training to staff in trauma informed care and restorative practices to help them understand issues and concerns of foster youth.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Nurse: \$130,075, LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Health Aides: \$140,586 LCFF S&C Funds, Salary, Benefits and Indirect Costs</p> <p>Clerks: \$144,840 LCFF S&C Funds, Salary, Benefits and Indirect Costs</p> <p>Attendance incentives: \$2,081, LCFF S & C Funds, Materials and Indirect Costs</p> <p>Professional Development: \$2,602, LCFF S&C Funds, Professional Services and Indirect Costs</p>
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<p>State transportation funding will be supplemented to provide students, including low-income (80% of our student population) a means of getting to school.</p>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Transportation: \$657,000 LCFF S&C Funds, Professional Services</p>
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<p>The District will contract with a behavior specialist for training, support, and professional development in effective discipline and classroom practices.</p> <p>The District will research programs and strategies to help with reducing the number of suspensions and expulsions</p> <p>Expelled students from OCESD will participate in Community Day School and adhere to a Rehabilitation Plan in order to continue their and return to the regular educational program.</p> <p>The District will maintain full-time K-6 and 7/8 counselors (three total) to assist with the academic and social emotional needs among significant subgroups. Weekly foster status reports will be provided to counselors and principals for the purpose of identifying appropriate services.</p> <p>To decrease the number of suspensions and expulsions, sites will explore positive discipline strategies and/or programs, including alternative education settings. Training and materials will be provided where needed.</p> <p>The sites will work to increase the sense of school safety and connectedness between parents, students, and school, including the implementation of Bully/School Climate Assemblies and the use of noon duty supervisors.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Behavior Specialist: \$7,805 LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Possible behavior intervention programs: \$0</p> <p>Community Day School/County Community School: \$3,122 LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Counselors: \$193,126 LCFF S&C Funds, Salary, Benefits and Indirect Costs</p> <p>Noon Duty Supervisors: \$97,746 LCFF S&C Funds, Salary, Benefits and Indirect Costs</p> <p>Assemblies: \$0</p>
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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?

Original Goal from prior year LCAP:	The District provides quality facilities and staff that promote academic success.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 X6 _7 _8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p>FIT Report; SARC; School Climate Survey; District 5-Year Maintenance Plan</p> <p>Highly Qualified Teacher Report, School Accountability Report Cards</p> <p>The District will have 100% of the facilities in good or exemplary condition as measured by the Facility Inspection Tool (FIT) Williams report.</p> <p>The District will have 100% of its teachers and staff appropriately assigned and credentialed (using HQT report and/or SARC and or Williams report.</p> <p>The District will have 100% of its classrooms with sufficient instructional materials as verified by a District board resolution and or Williams report.</p> <p>The School Climate Survey will be used in 100% of the sites to direct efforts to improve school safety and climate.</p>		<p>FIT Report - All facilities are in good or exemplary condition</p> <p>Highly Qualified Teacher Report, School Accountability Report Cards - 100% of staff members are appropriately assigned or credentialed.</p> <p>District Board Resolution, October 14, 2015 - The District has 100% of its classrooms with sufficient instructional materials.</p> <p>School Climate Survey - 100% of the schools used the results of a school climate/safety survey to direct efforts to improve school safety and climate.</p>

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	
<p>The District will begin to implement a 5 year plan to establish facilities priorities including HVAC, roofing, building exterior, building interior, and asphalt/site improvements. During this time, the District will investigate the feasibility of solar energy.</p>		<p>HVAC \$150,000 – LCFF S & C</p> <p>Fac. Plan \$250,000 – LCFF S & C</p>	<p>The District has begun to implement the 5 year plan. This includes new HVAC systems at two school sites, a resurfaced parking lot and playground, and carpeting in selected classrooms at two school sites.</p> <p>The District is in the process of updating all lighting to LED lighting as a step toward implementing solar energy.</p>	<p>HVAC System: \$0</p> <p>Facilities Plan: \$539,544, LCFF S&C Funds, Salaries, Benefits, Materials, Professional Services and Capital Expenditures</p>
Scope of service:	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Districtwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>The District will continue the .5 maintenance clerk position and will continue to restore staffing in the maintenance department.</p>		<p>\$20,390 – LCFF S & C</p> <p>\$60,621 - LCFF Base</p>	<p>The District maintained the .5 maintenance clerk and restored one maintenance position.</p>		<p>\$82,930, LCFF S&C Funds, Salaries, Benefits and Indirect Costs</p>
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>The District will write a job description and complete a salary comparison and will hire an additional technology support position and investigate hiring options while maintaining District/Site Technology Facilitators.</p>		<p>\$86,782 – LCFF S & C</p>	<p>The District supported and maintained school site Technology Facilitators.</p> <p>The District did not develop a job description pending determination of the type and level of technology support needed Districtwide. In the interim, the District is contracting with a technology coach to support the integration of technology within the classroom.</p>		<p>\$96,212, LCFF S&C Funds, Salaries, Benefits and Indirect Costs</p>
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>As supported in the District Technology Plan, the District will continue to provide improved infrastructure that will increase capacity to support the integration of technology.</p>		<p>\$50,000 – LCFF S & C</p>	<p>The District allocated funds for the second year of a three year infrastructure upgrade.</p> <p>The District provided improved infrastructure to increase capacity to support the integration of technology. Expenses included upgrades of wireless systems at each site to facilitate Google classrooms.</p>	<p>\$295,895, LCFF S&C Funds, Materials and Indirect Costs</p>
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Districtwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>The District will hire and retain a high quality staff.</p> <p>The District will have a competitive salary schedule that is comparable to districts identified in the collective bargaining agreements.</p> <p>To attract high quality teacher substitutes, the District will raise the substitute teacher daily rate. This will support the District's commitment to professional development and reduce the number of days that regular-duty teachers are asked to substitute teach.</p>		<p>\$65,000 – LCFF S & C</p>	<p>The District maintained a competitive salary schedule that is comparable to districts identified in the collective bargaining agreements.</p> <p>The School Board raised the substitute teacher daily rate from \$100.00 to \$130.00 at the June 10, 2015 board meeting to be effective for the 2015/2016 school year.</p>	<p>\$65,000, LCFF S&C Funds, Salaries and Benefits</p>
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Districtwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>The District will provide a District Bilingual Resource teacher to assist sites with EL students and ELD resources.</p>		<p>\$65,260 – LCFF S & C</p>	<p>The District continues to provide a District Bilingual Resource teacher.</p>	<p>\$67,535, LCFF S&C Funds, Salaries, Benefits and Indirect Costs</p>
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Districtwide</p> <p>Grades: All</p>	

<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
The District will contract with a BTSA provider. The District will pay 90% of the cost and the unit member will pay 10 %. The District will be responsible for the entire cost of the Support Provider.		\$27,000 – LCFF S & C	The District contracted with the BTSA provider in accordance with the plan.	\$34,781, LCFF S&C Funds, Salaries, Benefits and Indirect Costs
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

What changes in actions, services, and expenditures	<p>The District will continue to deploy staff and designate funds to ensure that all facilities are in good condition according to the FIT Report.</p> <p>The District will continue current hiring procedures to ensure that 100% of the staff are highly qualified.</p> <p>The District will continue to provide sufficient instructional materials for 100% of its classrooms.</p> <p>At the elementary schools, the School Climate/Safety data is difficult and time consuming to disaggregate. Administration will identify an improved method of collecting data.</p>
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Original Goal from prior year LCAP:	Students close the Achievement Gap as they demonstrate proficiency or above in the Common Core State Standards and the Next Generation Science Standards.		Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	Districtwide	
		Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Students will establish baseline data on the CAASPP ELA and Mathematics assessments for the purpose of measuring the effectiveness of common core instruction.</p> <p>Students, districtwide, will increase their proficiency by 1% on Track My Progress in ELA and Mathematics in grades 2-8 when comparing results from the “fall” assessment to the “summer” assessment. First grade will establish baseline data in Track My Progress.</p> <p>EL students will demonstrate 1% growth on the ADEPT assessment from the fall trimester to the spring trimester.</p> <p>Reclassification rates will increase by 1%.</p>	Actual Annual Measurable Outcomes:	<p>The District established baseline data on the CAASPP ELA and mathematics assessments for the purpose of measuring the effectiveness of common core instruction.</p> <p>When comparing results from fall to summer, the District’s Track My Progress results showed the greatest area of <i>proficiency</i> from 1st through 8th grade (excluding 2nd grade) was Geometry. The area of greatest proficiency in 2nd grade was measurement.</p> <p>When comparing results from fall to summer, the District’s Track My Progress results showed the greatest areas of <i>growth</i> are the following:</p> <p>1st grade - Reading - Foundational/Informational</p>

As measured by the CELDT, language proficiency level will increase by 1%.

As measured by the California Physical Fitness Tests, the number of 5th graders meeting 4 out of 6 goals on the PFT will increase by an additional 1%. The number of 7th graders meeting 4 out of 6 goals on the PFT will increase by an additional 1%.

To establish a baseline for the level of CCSS implementation in Language Arts and mathematics, the District will use the CCSS rubric.

Currently, all students in Grades 6-8 have access to English/language arts, mathematics, science, social science, instrumental music, and physical education.

2nd grade - Math - Base Ten
- Operations

3rd grade - Math

4th grade - Math - Base Ten
5th grade - Math - Base Ten
- Geometry

6th grade - Math

7th grade - Math - Geometry
8th grade - Math - Functions

When comparing results from fall to summer, the District's Track My Progress results showed the greatest areas of *need* are the following:

1st grade - Reading -Literature
grade - Math- Geometry
Reading- Informational

2nd

3rd-5th grade

6th grade - Reading - Literature
grade - Reading - Informational
Reading - Literature

7th

8th grade -

28.9% of EL students demonstrated growth of one or more levels on the ADEPT assessment from the fall trimester to the spring trimester in May.

Compared to the 2014-15 school year, OCESD improved our reclassification rate from 18% to 22%. Our increase of 4% exceeded our goal of 1%.

As measured by the CELDT, the language proficiency level will increase by 1% - It has been determined that this goal is not measurable as stated in the 2014/15 LCAP goals.

OCESD's percentage of EL students growing by one language level was 42.4% in 2013-14. It grew by 1.7% in 2014-15 to 44.1%.

As measured by the California Physical Fitness Tests, the number of 5th graders meeting 4 out of 6 goals on the PFT decreased by 1.9%. The number of 7th graders meeting 4 out of 6 goals on the PFT increased by an additional 3.6%.

			<p>The District did not prioritize the use of the CCSS rubric to establish a baseline for the level of CCSS implementation in Language Arts and mathematics because it was found that the use of student achievement data was a more valuable measure.</p> <p>As indicated by the master schedule, all students in Grades 6-8, including EL, foster and homeless youth, and special needs students have access to English/language arts, mathematics, science, social science, instrumental music, and physical education.</p> <p>Middle schools maintained a 0% dropout rate.</p>	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<p>The District will provide training in the area of the Common Core State Standards and improved instructional strategies supporting project-based learning and performance-based assessment.</p>		<p>\$17,189 –LCFF S & C</p>	<p>The District provided training in grade level meetings of Common Core State Standards and improved instructional strategies, in mathematics, ELA, and science.</p> <p>Project-based learning and performance-based assessment was not thoroughly addressed but will be a focus in the 2016/2017 school year.</p>	
Scope of service:	<p>Districtwide</p> <p>Grades: All</p>		Scope of service:	<p>Districtwide</p> <p>Grades: All</p>

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Students will experience full implementation of the Common Core State Standards and improved instructional strategies through project-based learning and performance-based assessment.		\$0	The teachers' level of proficiency in the expectations of the CCSS has increased. As a result, the level of implementation experienced by students has increased. Project-based learning and performance-based assessment will increase with the implementation of the CCSS.		\$0
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
To close the achievement gap among significant subgroups, regular data analysis among teachers will result in targeted interventions to meet the identified needs of all students.		\$25,000 -LCFF S & C	To close the achievement gap among significant subgroups, teachers and administrators continuously work to improve our system of data analysis leading to targeted interventions to meet the identified needs of all students.		\$25,760, LCFF S&C Funds, Professional Services and Indirect Costs

Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The District will provide professional development to improve the ability to analyze data.		\$2,500 –LCFF S & C	The District did not provide formal professional development for data analysis. Some school sites spent time working with data protocols. Due to the adoption of Everyday Math, staff development time was spent on training with this new curriculum.		\$0
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>The District will continue using the results of the District interim assessments, including Track My Progress and Data Director, for the purpose of improved instruction, state accountability, and parent/teacher collaboration.</p> <p>The District will evaluate the system used in 2015-16 and consider the SBAC interim and formative assessment system.</p>		<p>\$50,000 - Title I</p>	<p>The District has analyzed the results of the District interim assessments, including Track My Progress and Data Director, for the purpose of improved instruction, state accountability, and parent/teacher collaboration. Title I Funds are being used to pay for the expense of these data systems.</p> <p>The District evaluated the system used in 2015-16 and considered the SBAC interim and formative assessment system. Due to website technical difficulties, the Assessment Committee decided to wait until the 2016/2017 school year to review the SBAC interim assessments.</p>		<p>\$50,000, Title I Funds, Professional Services</p>
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>The District will continue the integration of technology by supporting the purchase and replacement of computers, mobile, digital cameras, social media platforms, and software applications.</p>		<p>\$100,000 – LCFF S & C</p>	<p>The District supported the integration of technology with the purchase and replacement of computers, mobile devices, digital cameras, social media platforms, and software applications.</p>		<p>\$104,700, LCFF S&C Funds, Materials and Professional Services</p>
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>The District will provide professional development, for certificated and classified staff, which supports District and site curricular technology goals for daily classroom practices and in the management of schools.</p>		<p>\$5,000 -LCFF S & C</p>	<p>Each site has provided training to help certificated and classified staff better integrate technology in instruction including Google docs, Google classroom, and Gmail.</p> <p>Some teachers participated in the Google Summit (summer 2015) and CUE conferences offered throughout the year.</p> <p>The District provided training with a technology coach for certificated,classified and confidential staff.</p> <p>Clerical employees were provided training for upgrades in student database programs (AERIES).</p>	<p>\$20,093, LCFF S&C Funds, Salary, Benefits, Materials, Professional Services and Indirect Costs</p>
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>The District will investigate and adopt core math instructional materials, including manipulatives, and provide training as needed.</p> <p>The District will implement supplemental materials in the Literacy Standards in ELA/ELD, science, and social studies.</p>		<p>\$60,000 – LCFF S & C</p>	<p>The Board has adopted core math instructional materials (Everyday Math and CPM) including manipulatives, and has provided training to all teaching staff.</p> <p>School sites have purchased supplemental materials to address the Literacy Standards in ELA/ELD, science, and social studies, including Studies Weekly, Weekly Reader, and National Geographic. Leveled trade books have been purchased to support CCSS ELA and NGSS standards.</p>	<p>\$68,053, LCFF S&C Funds, Materials and Indirect Costs</p>
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Districtwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>In transition to the new ELD standards curriculum, the District will research options to update ELD materials, including electronic formats of the current curriculum.</p>		<p>\$0</p>	<p>The District is researching options to update ELD materials as we are working to adopt a new ELA curriculum. Adoption of the new curriculum is expected to take place for the 2017-2018 school year.</p>	<p>\$0</p>
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Districtwide</p> <p>Grades: All</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>The District will provide bilingual aides at sites where needed to support EL students in the core academic program.</p>		<p>\$58,046 – LCFF S & C</p>	<p>The District provided bilingual aides at sites where needed to support EL students in the core academic program.</p>	<p>\$58,639, LCFF S&C Funds, Salary, Benefits and Indirect Costs</p>
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>To decrease the number of suspensions and expulsions, sites will identify and implement positive discipline strategies and/or programs. Training will be provided where needed.</p>		<p>\$2,500 – LCFF S & C</p>	<p>All sites are in the process of identifying positive discipline strategies and/or programs. Some sites have had trainings in Nurtured Heart. Oakdale Heights has two teacher trainers.</p>	<p>\$3,063. LCFF S&C Funds, Salary, Benefits, Materials, Professional Services and Indirect Costs</p>

Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The District will continue the regional K-3 Autism (ASD) Program with support from BCOE autism specialists and school psychologists.		\$84,064 – Special Education	The District has continued the regional K-3 Autism (ASD) Program with support from BCOE autism specialists and school psychologists.	\$132,688, Special Education Funds, Salary, Benefits, Professional Services and Indirect Costs	
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: TK, K, 1st, 2nd, 3rd, 4th	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		

<p>The District will explore options to create an ED Day Treatment class. The District will review trends/data over the past 5 years to determine the need and cost.</p>		<p>\$0</p>	<p>Stakeholders within Special Education have discussed the possibility of creating a District ED Day Treatment class. To provide a quality program, the District needs to attract highly qualified personnel and support all program costs. Since this does not appear feasible for a district of our size, the Director of Special Education is exploring options that may be provided by the SELPA.</p>		<p>\$0</p>
<p>Scope of service:</p>	<p>Districtwide Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide Grades: All</p>	
<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>The District will provide autism, behavior, (including CPI training), and best practices training for regular and substitute special education aides.</p>		<p>\$1,651 – LCFF S & C \$2,201 – Title I</p>	<p>The District provided autism, behavior, (including CPI training), and best practices training for regular and substitute special education aides.</p>		<p>\$2,201, Title I Funds, \$2,061 LCFF S&C Funds, Salary, Benefits and Indirect Costs</p>
<p>Scope of service:</p>	<p>Districtwide Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide Grades: All</p>	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
The District will hire teachers to transition to the goal of 24:1 in Grades TK-3.		\$24,129 – LCFF S & C	The District has hired teachers to transition to the goal of 24:1 in Grades TK-3.		\$89,569, LCFF S&C Funds, Salary, Benefits and Indirect Costs
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: TK, K, 1st, 2nd, 3rd	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>The District will support the implementation of Common Core State Standards by providing instructional aides, library clerks, and instructional resource contracts.</p>		<p>Library Clerks \$80,320 – LCFF S & C 1-8 instructional aides \$52,119 – LCFF S & C</p> <p>TK-K instructional aides \$231,170 - Title I</p> <p>IRC Contract \$1,339 – LCFF S & C</p>	<p>The District supported the implementation of Common Core State Standards by providing instructional aides, library clerks, and instructional resource contracts.</p>		<p>Library Clerks: \$81,964, LCFF S&C Funds, Salary, Benefits and Indirect Costs</p> <p>Instructional Aides: \$43,339, LCFF S&C Funds, Salary, Benefits and Indirect Costs</p> <p>TK-K Instructional Aides: \$225,785, Title I Funds, Salary and Benefits</p> <p>IRC Contract: \$1,380, LCFF S&C Funds, Professional Services and Indirect Costs</p>
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The District will provide CCSS professional development for instructional aides and library clerks.		\$2,500 LCFF S & C/Title I	The District provided CCSS professional development for instructional aides and library clerks.		\$2,201, Title I Funds, Professional Services
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The District will maintain school libraries to support implementation of the CCSS for all students.		\$0	The District maintained school libraries to support implementation of the CCSS for all students.		\$0
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
All Stanford Avenue students will participate in 4-5 integrated STEM units.		\$0	All Stanford Avenue students participated in 4 integrated STEM units.		\$0
Scope of service:	Stanford Avenue School Grades: All		Scope of service:	Stanford Avenue School Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
All Central Middle School students will participate in the Royally Fit Physical Education program		\$6,000 – LCFF S & C Site Funds	All Central Middle School students participated in the Royally Fit Physical Education program.		\$6,603, LCFF S&C Funds, Materials and Indirect Costs
Scope of service:	Central Middle School Grades: All		Scope of service:	Central Middle School Grades: 7th, 8th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>EL students will begin being introduced to the new ELD standards. Teachers will implement both integrated and designated ELD instruction as indicated in the new ELA/ELD framework.</p>		<p>\$1,000 – LCFF S & C</p>	<p>Teachers have been introduced to the current ELD standards and the integration of the standards in the ELA framework. The District is exploring ELA/ELD curriculum to be adopted for the 2017/2018 school year.</p>		<p>\$0</p>
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

Successful technology integration will be achieved through the use of routine, accessible, and readily available technology for any task at hand and will support District and site curricular goals.		Teacher \$15,372 Supplies \$5,000 – LCFF S & C	Successful technology integration which supports District and site curricular goals continues to be improved. The District completed the second year of a three year plan to upgrade the infrastructure. Each site continues to purchase 1:1 devices/tablets.	\$12,720, LCFF S&C Funds, Salary, Benefits and Indirect Costs
Scope of service:	Districtwide Grades: All		Scope of service: Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

What changes in actions, services, and expenditures	<p>Established baseline data from the CAASPP ELA and mathematics assessments will be analyzed by administration and teachers District-wide for the purpose of improving the effectiveness of Common Core instruction.</p> <p>Assessment results from Track My Progress indicate that teachers are better understanding the expectations of CCSS instruction in the area of math, particularly in the area of geometry. This may be due to the fact that all teachers, K-8th grades are now implementing a newly adopted CCSS math curriculum. The results also pointed out the need to better address the expectations of the CCSS in the area of reading, particularly in the area of informational text. The District is currently reviewing a CCSS ELA curriculum to help teachers better instruct students in this area.</p> <p>Assessment results from the ADEPT assessment will be analyzed by administration and teachers District-wide to help determine the effectiveness of ELD instruction.</p> <p>The District will continue to implement quality ELD instruction and increase reclassification rates.</p> <p>Language proficiency progress for EL students will be measured using the Title 3 AMAO 1 and 2 results.</p> <p>The California Physical Fitness Test results for 5th and 7th graders will be analyzed by administrators and teachers to determine the effectiveness of physical education programs.</p> <p>Instead of utilizing a CCSS implementation rubric, the District will use local and state measures to determine levels of CCSS implementation in Language Arts and mathematics.</p> <p>As indicated by the master schedule, all students in Grades 6-8, including EL, foster, homeless youth, and special needs students had access to English/language arts, mathematics, science, social science, instrumental music, and physical education.</p> <p>Middle schools will continue to maintain a dropout rate of less than 1%.</p>
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Original Goal from prior year LCAP:	The District will increase parent and school collaboration while improving student attendance rates and decreasing student suspensions and expulsions.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	Districtwide	
		Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	As identified in CALPADS,	Actual Annual Measurable Outcomes:	
	<p>Attendance rates will increase by .5%.</p> <p>Chronic absenteeism will decrease by 1%.</p> <p>Maintain a 0% Middle School dropout rate.</p> <p>The number of students suspended will be decreased by 1%</p> <p>The number of expulsions will decrease by 1%</p> <p>Increase by 1 % the number of school functions for parents to participate.</p> <p>Assure parent sign in sheets for every school event.</p>		<p>Attendance rates decreased by .03%. The percentage was 94.34% in the 2015-2015 school year and 94.31% in the 2015-2016 school year.</p> <p>The Chronic Absenteeism Rate (defined in LCAP Appendix) was 21.19% in the 2014-21015 school year and 22.16% in the 2015-2016 school year.</p> <p>The middle schools maintained a dropout rate of 0%. (The District used CALPADS reports to identify dropouts. The Exit Reason Discrepancies [ERD] Report gives ongoing information.)</p> <p>The suspension rate (as defined in LCAP Appendix) was 15.3% in 2014-2015 and 15.8% in 2015-2016.</p> <p>The expulsion rate (as defined in LCAP Appendix) was .37% in 2014-2015, and .38% in 2015-2016.</p> <p>Results of the new Title I Parent Survey will be used to plan and implement parent involvement programs and activities in the schools.</p> <p>The goal to increase by 1% the number of school functions in which parents can participate was determined to be incorrectly stated. It was agreed to change the wording of the goal in order to measure parent participation events by number, not by percentage.</p> <p>Parent sign-in sheets were collected at every school event.</p>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
All sites will administer the school climate survey in the spring and report the results to the School Site Council and staff at the beginning of each school year.		\$250 – LCFF S & C Site Funds	All sites administered a school safety or climate survey and reported results to School Site Councils. In order to improve student safety and school climate, results were used to identify areas of concern.		\$258, LCFF S&C Funds, Professional Services and Indirect Costs
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>The District and sites will assure parent and school collaboration on decision-making committees and increase parent participation and communication in student centered events.</p> <p>The District and sites will improve parent communication regarding academic achievement in a timely manner using the Parent Portal.</p> <p>The sites will improve parent communication regarding absences and school events using Edulink.</p> <p>Clerks will assist in the collection and maintenance of attendance data.</p>		<p>Parent Coordinators \$42,206 – Title I</p> <p>Edulink \$2,600 – LCFF S & C</p> <p>Clerks \$132,846 – LCFF S & C</p>	<p>The District assured parent and school collaboration on decision-making committees. Parents served on the District LCAP, DAC, and DELAC Committees. All sites have School Site Councils, and some schools also have ELAC committees and/or Parent Teacher Organizations.</p> <p>Middle schools and some elementary teachers provide academic achievement information in a timely manner using the Parent Portal.</p> <p>The sites utilize Edulink to inform families of school events. At some sites, Edulink is used to follow up on daily absences.</p> <p>Clerks assisted in the collection and maintenance of attendance data. Clerk salaries were not as high as expected as there was a clerk vacancy for the year.</p>	<p>Parent Coordinators: \$32,679, Title I Funds, Salary and Benefits</p> <p>Edulink: \$2,679, LCFF S&C Funds, Professional Services and Indirect Costs</p> <p>Clerks: \$93,027, LCFF S&C Funds, Salary, Benefits and Indirect Costs</p>	
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>Services provided by nurse and health aides will result in a sense of wellness with the intent to increase attendance rates.</p>		<p>Nurse \$97,193 - LCFF S & C</p> <p>Health Aides \$111,170 LCFF S & C</p>	<p>Services provided by the nurse and health aides assisted in supporting a healthy and safe school and student environment. Attendance rates decreased by .03%. The percentage was 94.34% in 2014-2015, and 94.31% in 2015-2016.</p>	<p>Nurse: \$100,000, Medi-Cal Funds, \$28,650 LCFF S&C Funds, Salary, Benefits, Professional Services and Indirect Costs</p> <p>Health Aides: \$119,467, LCFF S&C Funds, Salary, Benefits, Materials, Professional Services and Indirect Costs</p>	
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>The District will increase health services by adding 2.5 days of nursing support.</p>		<p>\$42,032 – LCFF S & C</p>	<p>The District advertised throughout the summer and fall for a 2.5 days of nursing support. No qualified applicants expressed interest; however, the District increased health aide time to better serve the needs of our students.</p>	<p>\$0</p>	

Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The District will provide a 7 hour/day Hmong-speaking and a 3.5 hour/day Spanish-speaking Parent Liaison to facilitate community outreach to our EL parents and increase parent participation.		\$31,630 – LCFF S & C	To facilitate community outreach to our EL parents and increase parent participation, the District provided a 7 hour/day Hmong-speaking parent liaison. Although the District advertised repeatedly for a 3.5 hour/day Spanish-speaking Parent Liaison, no qualified applicants have been found.		\$21,440, LCFF S&C Funds, Salary, Benefits and Indirect Costs
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

The District will support SARB protocols.		\$0	The District supported monthly SARB meetings with representatives from Butte County Office of Education and outside agencies to intervene with families experiencing difficulties with school attendance.		\$0
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The sites will work to increase the sense of school safety and connectedness between parents, students, and school, including the implementation of Bully/School Climate Assemblies and the use of noon duty supervisors.		\$85,654 – LCFF S & C Site Funds	The sites worked to increase school safety and connectedness among parents, students, and staff, including the implementation of bully, school climate, and character education assemblies. Noon duty supervisors supported student safety on the playground and in the cafeteria.		\$94,540, LCFF S&C Funds, Salary, Benefits and Indirect Costs
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>State transportation funding was supplemented to provide students, including low-income (80% of our student population) a means of getting to school.</p>		<p>\$235,330 – LCFF S & C</p>	<p>Supplemental and Concentration funds were used to provide students, including low-income (80% of our student population) a means of getting to school. The expense increased as a result of re-examining and capturing all of the regular education transportation costs.</p>		<p>\$657,000, LCFF S&C Funds, Professional Services</p>
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>The District will increase District secretarial support by 4 hours/day to maintain data for special needs students that is accurate and updated in a timely manner.</p>		<p>\$29,334 –LCFF S & C</p>	<p>The District increased District secretarial support as specified to maintain data for special needs students. Data was maintained and updated accurately and in a timely manner.</p>		<p>\$30,197, LCFF S&C Funds, Salary, Benefits and Indirect Costs</p>

Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
Expelled students from OCESD will participate in Community Day School and adhere to a Rehabilitation Plan in order to continue their and return to the regular educational program. The District will research programs and strategies to help with reducing the number of suspensions and expulsions.		Community Day School \$25,000 – LCFF S & C	Expelled students from OCESD participated in a County Community School on a Rehabilitation Plan in order to continue their education and return to the regular educational program. The original plan was to utilize a Community Day School, but the district used a County Community School instead. This created a significant different in the amount of expenditures for this action plan. Placement of expelled students and those needing alternative education at Grades 7 and 8 expanded to include the LEAD Program in Chico. The District researched programs and strategies to help with reducing the number of suspensions and expulsions. Two teachers at Oakdale Heights School have been trained as trainers for the Nurtured Heart Program. Positive behavior recognition programs are evident at each of the sites.	\$3,091, LCFF S&C Funds, Professional Services and Indirect Costs	
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>The District will contract with a behavior specialist for training, support, and professional development in effective discipline and classroom practices.</p>		<p>\$7,500 – LCFF S & C</p>	<p>The District contracted with a behavior specialist for training, support, and professional development in effective discipline and classroom practices. The behavior specialist worked directly with teachers and principals to address behavior concerns.</p>		<p>\$7,728, LCFF S&C Funds, Professional Services and Indirect Costs</p>
<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>To help close the achievement gap, full-time K-6 and 7/8 counselors will assist with the academic and social-emotional needs among significant subgroups.</p> <p>Weekly foster status reports are provided to counselors and will be provided to principals for the purpose of identifying appropriate services.</p>		<p>2 Counselors \$168,737 – LCFF S & C</p>	<p>To help close the achievement gap, one full-time K-6 and one full-time 7/8 counselor assisted with the academic and social-emotional needs among significant subgroups.</p> <p>Weekly foster status reports were provided to counselors for the purpose of identifying appropriate services.</p>		<p>\$171,343, LCFF S&C Funds, Salary, Benefits and Indirect Costs</p>

Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (At-risk)			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	The District will continue to focus on increased attendance rates and chronic absenteeism in order improve access to class instruction. The District has identified an attendance program, Attendance Works, that will provide data to identify patterns in absenteeism by site and by student. Training will be provided to administrators and/or clerical staff. The District will continue to review and implement positive behavior support programs and strategies to reduce the number of suspensions and expulsions and increase instruction time. The Title 1 Parent Survey will provide information to guide home school communications and parent involvement activities.				

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:	4016048
<p>Based on the Governor's May Revision of the 2016-17 State Budget using the FCMAT LCFF Calculator. The District has \$4,323,340 allocated from LCFF S&C Funds in this LCAP exceeding the requirement. Oroville City Elementary School District uses the Supplemental and Concentration funds district-wide. The decision to use the funds district-wide was made as there is a high percentage of low-income pupils, foster youth and English learners at every site in the district. The Supplemental and Concentration funds were used as follows:</p> <p>Wyandotte HVAC, Facilities Plan, Bilingual Resource Teacher, Substitute teachers to support professional development, BTSA Support Provider, Infrastructure Upgrade, Special Education Secretary, Bilingual Aide, Instructional Aides, Library Aides, Instructional Resource Contract, Destiny, Additional Instructional Minutes, Staff to maintain 24:1, Edulink, Climate Survey, Bilingual Parent Liaisons, Nurse, Health Aides, Clerks, Attendance incentives, Professional Development, Transportation, Behavior Specialist, Community Day School/County Community School, Counselors, and Noon Duty Supervisors</p>	

- 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.

23.87

%

The district plans to spend \$4,323,340 to provide the services described above. These services will be provided districtwide because of the high concentration of low-income pupils, foster-youth and English learners. While all students will benefit, the strategies were developed to principally focus on providing improved services for the low-income pupils, foster-youth and English learners. When compared to the LCFF base, these planned expenditures will meet the Minimum Proportionality Percentage noted as they exceed the target amount of \$4,016,048.

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).