



Oroville City Elementary School District

2019-20 LCAP OVERVIEW

Local Control Funding Formula (LCFF)

8 State Priorities

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



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

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

Local Control Accountability Plan (LCAP)

2019-20 Total LCFF Funding



OVERVIEW



Communities Served: Oroville



2,583 Students



8 Schools



315 Full- and Part-time Staff

Student Ethnicity

African American	3.1%
Asian	8.79%
Filipino	0.43%
Hispanic/Latino	17.07%
White	52.42%
Multiracial	0.12%

Student Groups

6.77%	80%	1.23%
English Learners	Low Income	Foster Youth

Unduplicated Students: students who are English learners, low income, and/or foster youth

2019-20 LCAP AT-A-GLANCE



3 LCAP Goals



LCAP Actions & Services



LCAP Measures



LCAP Budget

LCAP Goals

- 1 (1) The District will ensure that all teachers and paraprofessionals are appropriately assigned and highly qualified, and that school facilities are safe and maintained in good repair.
- 2 (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.
- 3 (3) The District will improve student engagement, parent involvement, and school climate.

Funding for LCAP Goals

- Goal 1 is supported by \$1,004,892.00 in total funding
- Goal 2 is supported by \$2,916,606.00 in total funding
- Goal 3 is supported by \$2,711,050.00 in total funding

NEW 2019-20 BUDGET ONE PAGERS



One page summaries are included this year in Appendix C of the LCAP packet.

These summaries show all the funding that supports LCAP Goals including:
1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

Supplementary & Concentration Funding by LCAP Goal

What is in Oroville City Elementary School District's LCAP?

The 2018-19 LCAP is Year two of a three-year plan. It addresses the needs of all students including low-income, English Learners, and foster youth. The plan describes the school district's key goals for students. It also lists the specific actions and expenditures that the District will take to achieve the goals and the metrics used to measure progress. The structure includes a Plan Summary (OCESD story, review of progress, needs, performance gaps, improved/increased services, budget summary), Annual Update of 2017-18 Goals-Actions/Services, Stakeholder Engagement, Demonstration of Increased/Improved Services for Unduplicated Pupils, and LCAP Expenditure Summary.

MAJOR CHANGES FOR 2019-20 LCAP

Goal 1: All nine action plans will be continued. In addition, the five-year facility plan will now include safety priorities for each of the sites.

Goal 2: All 15 action plans will be continued. Teachers have completed their initial year of implementing i-Ready and are now ready to use end-of year student data to start the school year. Teachers will have more experience in using i-Ready for targeted interventions. Illuminate, the newly purchased student data management system, is ready for use and will provide the District a more robust and timely way to analyze and disaggregate student data. Staff will receive training on how to use Illuminate.

Professional development around best-practices for improving academic and behavioral outcomes will be provided. District Assessment Committee members will focus on fine-tuning assessments and incorporating them in newly designed report cards. "Go Guardian," a computer security app will be purchased and loaded on student devices.

Teachers will complete unwrapping essential ELA standards and creating pacing guides and assessments during PLC and Grade Level Meeting time. Teachers will complete a similar process for Math.

A History-Social Science (HSS) adoption committee will be formed to review, pilot, and recommend new HSS curriculum.

A key team will be put together to begin reviewing NGSS curriculum for adoption in 2019-20.

A new TK-3 Autism Program administered by Butte Co. SELPA will be created at Bird Street School.

The District will reach out to the African American & Family Cultural Center, the Hmong Cultural Center, and the Mooretown Rancheria in an effort to create a partnership to address the achievement gaps among our African American, Hmong, and American Indian students.

Goal 3: To improve student engagement and ensure a positive, safe school environment, the District will continue to support training in Positive Behavior Intervention Support (PBIS), Nurtured Heart, the Minds-Up curriculum, and other strategies to address Multi-Tiered Systems of Support (MTSS). Increased services will include a Memorandum of Understanding with Chico State for a counselor and psychology intern at both Wyandotte Academy and Oakdale Heights; an academic/ behavioral intervention specialist to coordinate RTI and behavioral training district-wide, one or more full-time aides to support the intervention specialist, ALICE training for all staff, and a District-wide resource officer.

The District will utilize school newsletters, Edulink, the new OCESD website, and various social media platforms to better inform parents of District/school news while encouraging their involvement in the many committees and activities.

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



Goal 1 Budget = \$1,004,892.00

Related State Priorities:
Basic Services

- a. The District will hire and retain a highly qualified staff through a competitive salary schedule, comparable to districts identified in the collective bargaining agreements.
- b. The District will hire maintenance, grounds, custodial, and clerical staff, as needed. (Refer to Section "Demonstration of increased or Improved Services for Unduplicated Pupils")
- c. The District will contract with the Butte County Office of Education for BTSA services. 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.
- d. To support professional development and high quality substitutes, the District will maintain the current substitute teacher daily rate.

The District will assess, revise, and continue implementation of the 5 year facility plan that will include safety priorities for each of the schools (Appendix C).

This action will be completed by the start of the 2019-2020 school year

Specific Schools: Ishi Hills, Sierra Del Oro, and Oakdale Heights (2018-19 school year)

LCAP Goal 2:

(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.



Goal 2 Budget = \$2,916,606.00

Related State Priorities:
Academic Standards
Student Achievement
Student Engagement
Course Access
Other Outcomes

Each regular education classroom will be assigned a \$350 budget.

X All Schools

The District will utilize Comprehensive Support and Improvement funds to install interactive panels in all second through fifth grade classrooms.

X All Schools

The District will provide certificated, classified, and administrative staff with professional development to help them update their skills, and to learn best practices related to improving student learning and academic achievement.

X All Schools

Professional Learning Community (PLC) for administrators and site teams

- Grade-level meetings to share best practices, analyze student data, explore new mindsets for raising student achievement
- Continued ELA and Math training for our recent adoptions
- Management and use of state and local pupil data to improve student learning- i-Ready, Illuminate
- Appropriate academic and behavioral interventions training to assist those working with at-risk students and students with special needs-- PBIS, MTSS, RTI, Trauma-informed practices
- Next Generation Science Standards (NGSS), STEM, and other science related trainings
- History Social-Science training on new Framework and adoptions
- The use of educational technology to improve pupil performance-- i-Ready, Illuminate, Go Guardian, Google Summit, CUE, CAASPP Institute,

<ul style="list-style-type: none"> Digital Library • Training for paraprofessionals to maximize their effectiveness working with at-risk and students with special needs • Social-Emotional Skills Kimochis curriculum training for teachers of early childhood education 	
<p>The District will continue the mild-moderate TK-3 Autism Spectrum Disorder (ASD) Program. The District will also continue the moderate-severe TK-3 ASD class at Bird Street School. This is a SELPA regional program.</p>	<p><u>X</u> All Schools</p>
<p>The District will support the implementation of Common Core State Standards (CCSS).</p> <ol style="list-style-type: none"> a. The District will provide instructional aides, library clerks, and instructional resources. b. The District will continue to provide students with more instructional minutes than required by the State for Grs. TK-8. The district provides, on average, 10% more instructional minutes per day than as required. This additional class time will allow for academic intervention for students and local academic assessments like Accelerated Reader, and iReady. c. The District will provide supplemental materials in ELA/ELD, Science, and History-Social Science (HSS) to support the Literacy Standards. d. Support will be provided for new HSS curriculum as needed. The District will adopt Next Generation Science curriculum. e. The District will hire teachers to maintain the goal of 24:1 in Grs. TK-3. f. Continue to provide i-Ready for Grades 1-8. g. The District will continue to provide a student data analysis software program (Illuminate) for academics. Teachers will continue to be trained how to use the system. h. The District Assessment Committee will use and create other local assessments, in addition to i-Ready, in Illuminate i. Teachers in Grades 4-8 continue to use Aeries Gradebook for report cards. j. Data from assessments will feed into report cards. Redesign of report cards will be complete. 	
<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> <ol style="list-style-type: none"> a. The District will continue to update technology. The District will have met its goal of having 1:1 devices. District will continue to provide "Go Guardian." b. The District will continue to update school library resources in order to support 21st Century skills. This includes continuing to support Destiny, providing technology for research purposes, and updating book collections. d. The District will continue to provide "Go Guardian," a software application to help teachers monitor and manage student devices. 	
<p>The District will support the subgroups in order to lessen the achievement gap.</p> <ol style="list-style-type: none"> a. The District will provide bilingual aides at sites where needed to support EL students in the core academic program. b. The District will continue to expand its relationship with the African American Family and Cultural Center, Hmong Cultural Center, and Mooretown Rancheria to provide opportunities for our African American, Hmong, and American Indian students to improve their performance in ELA and Math. c. The District will continue to employ an 8-hr/day secretary to maintain accurate and timely data for special needs students. d. Implement new "designated" and "newcomer" ELD curriculum for Grades 7/8. 	

(3) The District will improve student engagement, parent involvement, and school climate.






Goal 3 Budget = \$2,711,050.00

Related State Priorities:
 Parent Involvement
 Student Engagement
 School Climate

<p>a. The District will administer the Healthy Kids School Climate survey to all students in Grades 5 and 7 and analyze the data to to compare the winter 2017-18 student results to those in 2019-20.</p> <p>b. The schools will have noon duty supervisors to supervise lunch activities and ensure school safety for all children. The school counselors will schedule classroom visits to discuss bullying behavior. Principals will schedule assemblies/activities to address bullying behavior and recognize students for positive behavior (e.g., perfect attendance, good citizenship, most improved).</p> <p>c. The District will have a District Safety Committee to review the comprehensive plans, update existing procedures (Standard Response Protocol, ALICE Training), and identify new procedures/training that are needed.</p> <p>d. The District will contract with the Oroville Police Department to hire a resource officer.</p> <p>e. Contract for PBIS/Social Emotional Learning/Restorative Practices/Unconscious Bias with the Butte County Office of Education</p> <p>f. As a tool for student engagement, the district will purchase and install interactive screens in all second through fifth grade classrooms and provide training to teachers.</p> <p>g. District will provided staff development in the areas of PBIS, SEL and Restorative Practices to administrators, teachers and classified personnel.</p>	
<p>Expelled students from OCESD will participate in Community Day School and adhere to a Rehabilitation Plan in order to continue their return to the regular educational program.</p>	
<p>The District will provide funding to the sites to prioritize options related to common core enrichment, such as Genius Hour, clubs, field trips, assemblies and supplemental educational materials.</p>	<p>Specific Schools: Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Central Middle School created a handbook of school and community services as a pilot and the district will create one district-wide in 19-20.</p>	<p><u>X</u> All Schools</p>
<p>Using the school website, Thrillshare application, newsletters, and Edulink (all-call system), staff will inform parents of the many school activities and solicit their participation on decision-making committees.</p> <p>a. The District will maintain the social media/website/mobile app communication platform.</p> <p>b. To improve home/school communication regarding attendance and academic achievement, all middle school parents will have access to the Parent Portal.</p> <p>c. The sites will use Edulink to improve communication regarding absences and school events.</p> <p>d. 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, increase parent participation on site and District-wide committees, and inform them of workshops that may meet their needs (e.g., instruction in English for Spanish speaking parents).</p>	
<p>The District will improve student engagement in order to improve attendance.</p> <p>a. Clerks will assist in the collection and maintenance of attendance data.</p> <p>b. Nurse and health aides services will support increased student attendance by</p>	

<p>identifying and addressing health issues at school sites.</p> <p>c. Schools will have activities to promote and recognize good and improved attendance. (e.g., school-wide assemblies, Ninja workshop).</p> <p>d. 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>e. The District will support the Grades 6-8 band program.</p>	
<p>In addition to two full-time 7/8 counselors and one full-time K-6 counselor (three total) the District will hire a second elementary counselor to assist with the academic, attendance, and social-emotional needs among low income, foster, and homeless youth. Weekly foster status reports will be provided to counselors and principals for the purpose of identifying students with chronic absenteeism. The principals will ensure that SARB letters are sent in a timely manner and that counselors are reaching out to the students and families.</p> <p>a. The District will maintain an MOU with Chico State for two counselor and two psychology interns (Wyandotte and Oakdale Heights).</p> <p>b. The District will ensure there are sections of Social Emotional learning enrichment classes at both middle schools</p>	
<p>The District will explore alternatives to student suspension</p> <p>a. PBIS training will be provided for those school teams that need to continue Year 3 of training.</p> <p>b. The District will continue to support professional development that helps staff understand trauma-sensitive youth and learn strategies to redirect inappropriate behavior and support social-emotional well-being (e.g., Nurtured Heart, Restorative Justice, Minds-Up curriculum).</p> <p>c. The District will support the SUMS MTSS grant at Oakdale Heights.</p>	

LCAP MEASURES

 We want to maintain:	 We want to increase:	 We want to decrease:
<p>The District wants to maintain the following:</p> <p>100% of its teachers and paraprofessionals will be appropriately assigned and credentialed (Highly Qualified Teacher Report, SARC, and Williams Report).</p> <p>100% of its facilities will be in good or exemplary condition according to the Facilities Inspection Tool.</p> <p>100% of its classrooms will have sufficient materials as verified by the Williams Report and Board resolution.</p> <p>The middle schools will maintain a drop-out rate of less than 1%.</p>	<p>We want to increase academic scores. The lowest academic area is Math, with every subgroup in either the orange or red performance bands. Out of 11 subgroups, 9 "declined", and 2 "declined significantly" (African American and Students with Disabilities). African American students were in the red and declined from "very low" to "declined significantly", dropping 50.5 points.</p> <p>ELA scores also decreased overall with 5 subgroups in red & 4 in orange, EL & Asian "increased" and Hispanic and Homeless "maintained."</p> <p>El Progress was in the red and "declined significantly" from -60.8 to -77.0 points.</p>	<p>Although there is presently no comparative data for chronic absenteeism, the percentage of chronic absenteeism for the 2016-17 school year was 19.7%. Students with disabilities and foster youth had the highest percentage of chronic absenteeism (29.2% and 34.4% respectively). The goal is to decrease the percentage of chronic absenteeism for students and foster youth by 5%.</p> <p>Compared to the 2015-16 school year, suspensions District-wide declined significantly (2.1% decrease) in 2016-17. Suspensions for EL students declined 1.6%, for homeless students increased 3.9%, for foster students declined 2.8%, for socioeconomically disadvantaged students</p>

	<p>Only one school's EL Progress increased (Stanford). Three schools "declined significantly" (Central, Wyandotte & Oakdale), while Bird "declined".</p> <p>The percentage of English Learners moving one or more levels went from 48.4 to 30%. This was a decrease of 18.4%. The goal is to increase this percentage by 5% when comparing the results from 2016-17 and 2017-18. We also want to increase the number of EL students being reclassified as English proficient.</p> <p>We also want to increase:</p> <ul style="list-style-type: none">• Student growth & performance on i-Ready• The percentage of students who feel safe at school• Positive student behavior• Student attendance• Parent communication/involvement	<p>declined 2.4%, and for students with disabilities declined 2.6%. The goal is to decrease the suspension rate by 5%.</p>
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STAKEHOLDER ENGAGEMENT

District LCAP (DLCAP) Parent Committee

The Oroville City Elementary School District is committed to meaningful stakeholder involvement in the development of the LCAP. During the 2017-18 school year, the District coordinated many different meetings to disseminate LCAP information and involve staff, parents/community members, and students in the decision-making process.

District LCAP Committee: The committee met five times (October 12, 2017, November 16, 2017, January 18, 2018, February 8, 2017, and March 29, 2018)

The first LCAP meeting was held on Thursday, October 12, 2017 with 37 participants in attendance: certificated and classified staff (25), administrators (5), board members (2), parents (4), and a business community member (1). After a review of the 2017-18 LCAP goals and action plans, the Assistant Superintendent of Business reviewed the Local Control Funding Formula (LCFF) and explained how the LCFF and LCAP both complement one another. The committee members then listened to reports on the results of achievement data (CAASPP) for English/Language Arts and mathematics, suspensions/expulsions, and the Facilities Inspection Tool. Before leaving the meeting, LCAP Committee members were asked to review the LCAP goals and action plans and share the measurement data with their respective constituents.

On November 16, 2017, 28 participants attended the second meeting of the LCAP Committee. They first learned about the English Learner achievement on State and Federal measures. The Director of Special Education then gave an overview of the new SELPA identification process for special education, Patterns of Strength and Weakness, explaining the difference between specific and general learning disabilities. The meeting ended with a presentation of the data collection timelines for required State measures. Before leaving the meeting, participants were given a handout to complete by the next LCAP meeting. They were asked to decide whether each of the 2017-18 goals and action plans was completed, in progress, ongoing, or not yet started. They were also asked to consider those actions that may not need to be continued into the 2018-19 school year.

The January 18, 2018 LCAP meeting had 28 participants in attendance. The purpose of the meeting was to have attendees give feedback on the planned versus actual progress made on the 2017-18 LCAP action plans. Many questions were addressed before the voting LCAP members placed colored dots on each action plan to indicate that the actions were completed, in progress, ongoing, or not yet started. During the discussion of mid-year progress, some concerns were voiced regarding the redundancy of the activity and perceived lack of budget transparency. The Assistant Superintendent explained that the progress report on the LCAP actions was a component of the LCAP plan and that all LCAP budget information was posted on the District website.

Participants then had an opportunity to use the California Dashboard and review the different reports regarding State testing data, English Learner progress, suspensions, and chronic absenteeism. Participants



View measures & most up-to-date data on our LCAP Dashboard:

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

were able to see the District's status in these categories and understand whether students had improved, maintained or declined. At the end of the meeting, participants were asked to discuss a 2018-19 goal priorities worksheet with their respective colleagues and be ready to present their ideas at the next meeting.

There were 25 committee members at the fourth meeting of the LCAP Committee on February 8, 2018. Participants reviewed the 2016-17 and August 2017-January 2018 District/Site chronic absenteeism data. Based on the data, they offered solutions to lower the percentage of chronic absenteeism. Committee members then charted their highest LCAP interests/priorities. After a gallery walk to see all of the ideas, participants had an opportunity to advocate for their interests and submit a list of 2017-18 action plans that may not need to be continued.

On March 29, 2018, the District LCAP representatives met to vote on their choices for the 2018-19 LCAP priorities. These were based on input from their respective constituencies. Each member cast one vote in the Certificated Position category, one vote in the Classified Position category, and two votes in the Support Materials category. In the Certificated Position category, there was a tie vote between intervention specialist to coordinate instruction/behavior and counselor. Given the challenging student behaviors district-wide, the superintendent recommended that the District hire an intervention specialist for the 2018-19 school year and a counselor in 2019-20. In the Classified Position category, RTI aides received the most votes. Go Guardian and a resource officer were the top two priorities for Support Materials.

****Throughout the school year, information about the LCAP was regularly discussed with board members, parent advisory groups (District Advisory Council, DELAC, Site Council) and union leadership. The superintendent also met with middle school students to discuss their needs.****

Board (2/14/18) ****At least one trustee attended all meetings of the District LCAP Committee****

District Advisory Council (11/9/17, 2/7/18, 3/28/18, 5/24/18)
 California School Employees Association (9/14/17, 10/3/17, 11/13/17, 1/16/18, 2/15/18, 3/22/18)
 Oroville Elementary Teachers Association (9/28/17, 11/17/17, 2/1/18, 3/13/18)

K	A-G- A-G Course Requirements for College Entrance	DDI - Data Driven Instruction	PI - Program Improvement
E	AP- Advanced Placement	EAP- Early Assessment Program	PSAT - Preliminary Scholastic Assessment Test
Y	API- Academic Performance Index	ELA - English Language Arts	PTA - Parent Teacher Association
A	BEST- Building Effective Schools Together	EL or ELL - English Language Learner	S3 - Safe, Supportive Schools Program
C	CAASPP- California Assessment of Student Performance and Progress	FTE- Full-Time Equivalent	S&C - Supplementary & Concentration Funds
R	CBO- Community Based Organization	FY - Foster Youth	SARC - School Accountability Report Card
O	CCSS – Common Core State Standards	IEP- Individualized Education Program	SAT - Scholastic Assessment Test
N	CDE- California Department of Education	K- Kindergarten	SBAC - Smarter Balanced Assessment Consortium
Y	CELDT - CA English Language Development Test	LCAP- Local Control Accountability Plan	SRO - School Resource Officer
M	CHKS - CA Healthy Kids Survey	LCFF - Local Control Funding Formula	SST- Student Study Team
S	CSO- Campus Safety Officer	LEP- Limited English Proficient	STEM – Science, Technology, Engineering, Math
	CSU- California State University	LI - Low Income	TK -Transitional Kindergarten
	CTE- Career Technical Education	NGSS- Next Generation Science Standards	UC - University of California
		PO- Professional Development	
		PFT - Physical Fitness Test	