LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum:</u> General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B:</u> Guiding Questions: Use as prompts (not limits)

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.

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Introduction: Ocean View School District serves the southeastern portion of Oxnard to the Naval Base Ventura County-Point Mugu, and unincorporated Ventura County from the Los Angeles County line to Port Hueneme. The district, covering 80 square miles, includes three elementary schools, one junior high school, and two early education schools. It is located along the coast in an area that is primarily agricultural, and somewhat isolated. The district serves approximately 2600 students. The district's unduplicated count for LCFF is 88.7%. (English Learners and low income) which is why the district principally directs services toward English Learners and students from low income families. 67% of students are English Learners and 79% are low income. The majority of our students are English Learners and our focus is to provide them with cognitively challenging learning experiences that develop high levels of English proficiency, integrate language development and content, and provide access through native language instruction and scaffolding for comprehension and participation. They have meaningful access to a full standards-based and relevant curriculum, and we offer all students the opportunity to develop proficiency in two languages.   88% of students are Hispanic, 6% are White, 4% Asian, and 1% Black. The district provides extensive early education services to approximately 300 preschool age students, funded by a variety of grants and other restricted fund sources. Clinicas de Camino Real partners with the district to provide a full service health clinic on district property adjacent to the junior high and the Ocean View Early Education School. The attendance area for OVSD includes Naval Base Ventura County- Pt. Mugu, and those students mainly attend Laguna Vista Elementary School and Ocean View Junior HIgh. Ocean View School District serves its students through a variety of programs and services. Each school has bilingual education programs (either Dual Immersion or Transitional Bilingual Education), intervention programs, and an afterschool program. All sites have a least one full time counselor. Our programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. We value and work to build strong family and school partnerships. The attached graphic, Vision for 21st Century Learning in Ocean View by 2018 is the guidance used for developing district actions and services.

Vision for 21ˢᵗ Century Learning in Ocean View by 2018

Relevant Rigorous Curriculum
Curriculum promotes mastery of core subjects and Common Core Standards including an understanding of the 21ˢᵗ Century themes of global awareness and literacy in technology, finance, civics, health and the environment. Curriculum is aligned and articulated within and between grade levels and includes the 4Cs (Communication, Critical Thinking, Creativity, and Collaboration), integration of core subjects and student interests.

Instructional Delivery
Learning is personalized and student-centered. Students work in flexible groups to analyze evidence, make presentations, and apply knowledge across subjects using higher order thinking and problem solving skills. Students engage in project/product-based learning. Teachers facilitate, guide, direct, moderate, differentiate and evaluate learning. Teachers find and provide resources, offer blended or flipped classroom experiences, and develop activities that integrate core subjects and require students to use the 4Cs. Teachers consistently ask higher level questions (Bloom's) and model continuous learning and collaboration.

Capacity for Flexibility
Technology policies/practices are simple and flexible allowing social networking, Bring Your Own Device (BYOD) and community/public access. Policies/Practices facilitate two-way communication strategies that are multiple and varied. Policies/practices are updated to support the Key Elements of 21ˢᵗ Century Learning.

Materials and Tools Including Technology
Students and teachers use mobile and wireless devices and connections. Tools like websites, social networks, video conference, gaming, podcasts, wikis, blogs, apps, digital and interactive texts and tests are common. Online resources, texts and assessments are used. Innovative materials and tools support product/project based learning.

Service Options
Students, parents, and teachers have choices about learning times, locations and course offerings. Online and virtual learning opportunities are offered. School facilities are open for extended hours to provide additional or alternative learning opportunities.

Facilities
Learning facilities include flexible learning spaces, mobile seating, tables, desks, and technology as well as writable surfaces. Power/Charging stations are widely available as are wireless access points. Learning/media centers support collaborative group activities and connectivity. Outdoor spaces are designed to enhance learning.

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LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The Ocean View School District LCAP has four goals and related actions and services that reflect the input of stakeholders. These goals and actions are designed to benefit all students, but especially English Learners and low income students who are a large majority of our enrollment. Some of the key features of each goal are as follows:
Goal 1: Prepare students for 21st century learning: includes our technology needs, intervention programs for students who need extra support, and our extensive Dual Immersion and Transitional Bilingual Education programs.

Goal 2: Provide a safe and healthy learning environment for students: includes counselors for all schools, quality meals for students, safe school supports, afterschool programs, and support for increasing and improving art and PE at schools.

Goal 3 Provide a high quality learning environment that includes well maintained facilities, appropriate materials, and well trained educators: includes training and support for teachers, student textbooks and materials aligned with new standards, and facilities improvement and repair.

Goal 4: Increase parent involvement. Increase efforts to seek parent input and promote parental participation.: includes our full time parent involvement coordinator and parent workshops and committees.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Results for the 15-16 CAASPP test, as reflected on the LCFF Evaluation Rubrics Dashboard show the following highlights: Districtwide, our language arts and math achievement fell into the "yellow" box which we consider an achievement for a district with such high numbers of English learners and low income families. The result for grade 6-8 students, which is the level where we expect English learners to show increased skills as they acquire English, was higher than the district wide result. It was also in "yellow", but in the higher "increased" 7-19 points category. Our English Learner Indicator for grades 6-8 was in the "Green" category, ranked "high" which is the second to the highest score attainable. Research shows that Dual Immersion and bilingual programs show their greatest impact in upper grades and secondary levels, and this is evidenced in the results the district obtained.

Goal 1 Good progress has been made to reach the district vision for 21st century learning, especially in the area of increased instruction requiring students to think critically, and answer high level questions.The integration of technology into instruction.has improved. The district is proud of maintaining and growing Dual Immersion opportunities for all students, and for providing extensive intervention programs for students who are below grade level.

Goal 2 Areas of greatest progress include expanding and improving the counseling services, increasing the quality of meals, and providing new support to teachers in the area of PE and Art. Expulsions have decreased from 4 in 2015-2016 to 1 this year.

Goal 3 Areas of greatest progress include implementing Observation Inquiry, a new model of professional development that was very successful. The district is proud of the extensive supports provided to teachers through resource teachers, staff development days, and training and planning opportunities.

Goal 4 The district is proud to have a district level parent involvement coordinator who facilitates the offering of a variety of parent classes and workshops, and supports each school in their development of parent activities.

The district plans to maintain these successful actions and services and continue the planned expansion of the Dual Immersion programs as they add a new grade each year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

There were no overall performance levels in the" Red" or "Orange" category for Language Arts or Math. The overall performance for the suspension indicator was in the "Orange " category. This data is based on a comparison of suspensions during the 13-14 school year with the suspensions during the 14-15 school year. The rate for 14-15 is listed as 3.3% on the LCFF Rubric. It does not reflect current data. Our local data shows that currently our suspension rate for 2016-17 is 1.56%. Subsequent to the 14-15 school year, more counselors have been added, the impacted schools adopted a new behavior system (CHAMPS) and added restorative justice methods. These actions have contributed to the lower suspension rate for 16-17 that our local data shows.

Goal 1 Although overall math and language arts scores were not in the red or orange category, there is a need to increase student achievement in those subjects. This is addressed in Goal 3, Action 3 , improving curriculum units. Also, many other actions support improving student achievement, (Goal 1 includes intervention programs, instructional assistants, small class size, block schedule, bilingual education programs)

Goal 2 The greatest need under this goal is to reduce the chronic absentee rate. School counselors, district nurse and site principals will continue to collaborate to identify ways to reduce this rate, and will use data tools more strategically to more closely monitor attendance issues.

Goal 3 The greatest need at this time is to enhance and improve the TK-5 math modules and integrated units (language arts, science and social studies) This is found in Goal 3, Action 3

Goal 4 While we have increased the number of parent events and workshops and attendance at those, schools still struggle finding parents to take leadership on governance and advisory parent councils. The parent involvement coordinator will continue to work with sites to improve this area.

The district has not yet implemented the optional "local performance indicators" for the LCFF Evaluation Rubrics. Those will be added at a future time when the California Department of Education provides guidance on that process.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

For the state indicators for English Language Arts and Math, the only student group to place two performance levels below the "all student" performance was the students with disabilities group. This result is similar to many districts across the state. It is not unusual for these students, who by definition have special needs, to have achievement levels below that of students who do not have disabilities. However, the district is continuously looking at ways to improve communication with parents and improve achievement outcomes for students with disabilities, and that will continue next year. The district is planning to address these gaps by considering alternative program models. A team will be investigating this issue, and visiting districts that have implemented different ways to serve students with disabilities.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Low income and English learners are the majority in our district. For this reason, all services are primarily and substantially designed to improve outcomes for those students. The most significant ways that the district increases and improves services for these students are: 1) ongoing and extensive support and training for teachers (5 district resource teachers) so that they can implement the district goals for 21st century learning, and provide students with technology skills and that may not be available to them outside of school; 2) providing extensive dual immersion, bilingual education and ELD programs at all schools, and providing extra support to students via intervention programs, double periods of language arts and math at grades 6-8, smaller class size, and instructional assistants at lower grades.3) Providing 5 counselors, (3 bilingual) who help all students, reinforce a positive school climate, and support foster youth.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$29,698,905
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$11,185,500.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The LCAP document does not include base operating expenditures such as base staff costs(administration staff, classified staff),textbook purchases, classroom supplies, office supplies, special education costs/services, debt service, deferred maintenance transfer, utilities, insurance, repairs, communications/internet services, legal services, dues and memberships, mileage reimbursement, staff development and training costs.

| $25,883,542 | Total Projected LCFF Revenues for LCAP Year |

Annual Update   LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	Goal 1 Prepare students for 21st Century learning

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. Increase scores on state common core assessments from 25% meeting or exceeding standards in English Language Arts to 27% and in Math from 16% to 18% meeting or exceeding standards, and increase 2 more points in each following year, 2017-18 and 2018-19. 2. Increase achievement on other new state standards: Science: based on assessments and student projects in Stemscopes and other NGSS aligned teacher developed curriculum, and 2012 ELD standards based on AMAO 1 and 2, and local assessments such as ADEPT, and observation of student performance in ELD classes. 3. Instructional Rounds data (class observation protocols) will show that in 75% of classrooms observed, students are asked to think critically, ask and answer higher level questions, and have increased opportunities to learn by collaborating and talking with other students on projects. Increase by 2 points in each following year, 2017-18 and 2018-19. 4. Increase the number of EL students who make progress towards English proficiency (CELDT) Increase from 56% to 57%, (AMAO 1) Increase the number of students who score Proficient in English from 58% to 59% (AMAO 2) and increase 1 more point in each following year, 2017-18 and 2018-19 and who meet Reclassification Criteria from 3% to 4%, and increase 1 more point in each following year, 2017-18 and 2018-19. API not applicable at this time.	1. The ELA goal was exceeded, with a gain of 4 points. In 2016, 29% of students met or exceeded standards. Some subgroups made greater gains (RFEP 10 point gain, EL 6 point gain, Latino 5 point gain.) The districtwide rating for ELA was in the "yellow" performance category on the LCFF Evaluation Rubrics.(maintained or down less than 1, increased less than 7) . Overall the districtwide rating for math was in the "yellow" performance category on the LCFF Evaluation Rubrics.(maintained or down less than 1) This would indicate that the goal was met. In math our overall score dropped from 16% meeting or exceeding standards to 15%. Some subgroups made more gains than the district overall. (EL 2 point gain in math). Math scores for grades 6-8 overall were better than at grades 3-5. Their scores were in the "yellow" performance category for "increased 7-19 points". 2. No state assessment results are available for Science. In 16-17 new materials were purchased for grades 6-8 that are aligned to NGSS (STEMscopes, which was also purchased for K-5 prior year.) In addition to CELDT, local assessment (ADEPT) and observation of ELD instruction show that the majority of students are making appropriate progress in ELD standards. 3. Goal substantially met. In 88% of class observations, students were asked to think critically and answer higher level questions. There was increased opportunities to learn by collaborating and talking with other students, but this area was not consistently at 75% and is an area for growth.
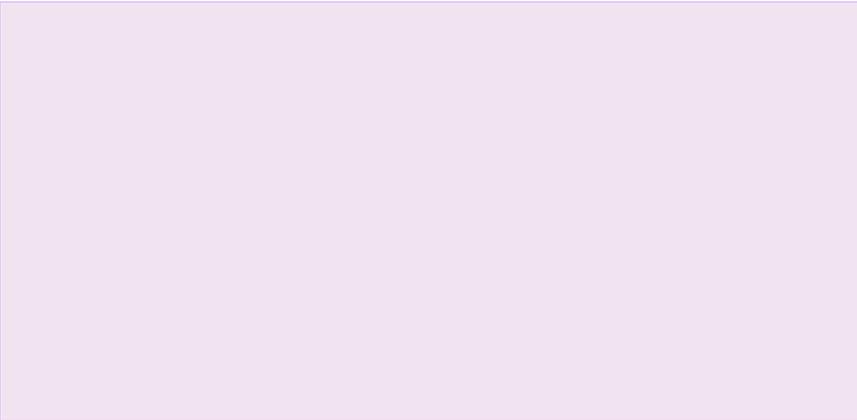
4. Goal Met: CELDT data from fall 2016 shows that 60.8% of students made progress towards English proficiency by gaining at least one level on CELDT, an increase from the prior year, which was 56%.

CDE is no longer calculating AMAOs, so that data cannot be reported.

Reclassification: Our local data shows that in 2015-16 (June 2016) we reclassified 71 students, which is 4% of our EL population. State data (Dataquest) lists our district as having only reclassified one student, which is an error. Our current data shows that we on on track for an increase in the number of reclassifications for 2016-17.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED	ACTUAL
1. Provide Ipads for all 4-8 students and classroom sets for TK-3. Grade 6-8 students will be able to take Ipads home due to limited technology access in homes. Provide 2 course sections for the Coding/Application development elective for grades 6-8 to increase the number of students with those skills	Continued to provide Ipads to all 4-8 students, and added Ipads for all 3rd grade students. Provided 2 course sections for the Coding/Application development elective for grades 6-8 and 45 students participated.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Ipad lease annual Services and Other General Fund - Unrestricted 200,000	5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 210,825

Action 2

Actions/Services

PLANNED	ACTUAL
2. Upgrade facilities, infrastructure, devices, as needed for 21st century vision for learning. Install flat screen TV/Apple TV set up in more classrooms. Provide additional casual labor support as needed to accelerate set up of devices and infrastructure. Provide a Data Specialist to assist with implementation of the many online and software based	Upgraded facilities, infrastructure, devices, as needed for 21st century vision for learning. (Upgraded wireless access points and switches) Installed flat screen TV/Apple TV set up in more classrooms. Provided additional casual labor support as needed to accelerate set up of devices and infrastructure.

resources needed to implement the district vision for 21st century learning.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Upgrade infrastructure- Services and Other General Fund - Unrestricted 700,000	Upgrade infrastructure-Services and Other 5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 772,997
Data Specialist and extra support Salaries and Benefits	2000-2999: Classified Personnel Salaries General Fund - Unrestricted 0
General Fund - Unrestricted 100,000	

Action 3

Actions/Services

PLANNED	ACTUAL
3. Provide a full time technology integration/STEM (Science, Technology Engineering and Math) coach (District Resource Teacher). This teacher will provide support to district staff for district wide planning for technology integration, to principals and leadership teams for school wide improvements in technology integration, and to individual teachers and teacher teams. Related training expenses are included in Goal 3.	Continued to provide a full time technology integration/STEM (Science, Technology Engineering and Math) coach (District Resource Teacher). The teacher provided support to district staff for district wide planning for technology integration, to principals and leadership teams for school wide improvements in technology integration, and to individual teachers and teacher teams.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Technology Integration Teacher Coach, Certificated Salary and Benefits	Technology Integration Teacher Coach,
General Fund - Unrestricted 80,000	1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 91,446

Action 4

Actions/Services

PLANNED	ACTUAL
4. Maintain an average class size of 24 students in grade TK-3 and 30 students in grades 4-8.	Maintained an average class size of 24 students in grade TK-3 and 30 students in grades 4-8.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Salary and benefits for additional teachers at TK-3 General Fund - Unrestricted 1,350,000	1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 1,491,250

Action 5

Actions/Services

PLANNED	ACTUAL
5. Provide additional language arts and math teachers so each student has 2 periods of those subjects in grades 6-8.	Provided additional language arts and math teachers so each student has 2 periods of those subjects in grades 6-8.

Expenditures

BUDGETED	ESTIMATED ACTUAL
salary and benefits for additional teachers General Fund - Unrestricted 700,000	1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 817,495

Action 6

Actions/Services

PLANNED	ACTUAL
6. Extensive Response to Intervention (RTI) program during school day to assist students who are below grade level. Intervention Specialist teacher at each site, and a Resource Teacher additionally at each elementary site for added support . Instructional assistants also provided as support to the program. Provide online assessment system to monitor achievement in Reading (Spanish and English) and Math	Provided extensive Response to Intervention (RTI) program (also known as Multi-Tiered System of Supports (MTSS)) during school day to assist students who are below grade level. Intervention Specialist teacher at each site, and a Resource Teacher additionally at each elementary site for added support . Instructional assistants also provided as support to the program. Provided online assessment system to monitor achievement in Reading (Spanish and English) and Math

Expenditures

BUDGETED	ESTIMATED ACTUAL
Intervention Specialist Teachers salary and benefits Restricted Funds 400,000	Intervention Specialist Teachers salary and benefits 1000-1999: Certificated Personnel Salaries Restricted Funds 605,492
Instructional Assistants and Resource Teachers Salary and Benefits General Fund - Unrestricted 850,000	Instructional Assistants and Resource Teachers 1000-1999 Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries General Fund - Unrestricted 1,021,679
STAR testing system license Services and Other General Fund - Unrestricted 33,000	STAR testing system license Services and Other 5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 33,414

Action 7

Actions/Services

PLANNED	ACTUAL
7. Maintain Transitional Bilingual Education (TBE) programs and expand Two Way Immersion Programs (TWI) offered as options for English Learners. TWI expanding to grade 7 in 15-16 and to grade 8 in 17-18. Mar Vista Elementary to offer Two Way Immersion Program, K-2 in 2016-17 and K-3 in 2017-18, K-4 2018-19. Tierra Vista TWI program will be maintained (K-5). Existing District Resource teacher position will shift emphasis to be a bilingual position, supporting district wide TWI and TBE program development and teacher support.	All schools provided options of Transitional Bilingual Education (TBE) or Two Way Immersion Programs (TWI), in addition to mainstream English Only program option. Ocean View Junior High TWI expanded to grade 7. Mar Vista Elementary TWI expanded to grade 2. Tierra Vista TWI program maintained (K-5). Laguna Vista Elem maintained TBE program. District Resource teacher added and provided TWI and TBE program development and teacher support.

Expenditures	BUDGETED Salary and benefits for bilingual teachers General Fund - Unrestricted 3,600,000	ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 3,922,823

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Our goal to continue advancing in our actions that prepare our students for 21st century learning is progressing well. We continue to increase student access to learning with and through digital resources, we have expanded opportunities for students to become bilingual and biliterate, we continue to provide extra suppport for students via smaller class sizes, double block classes and extensive intervention programs. Challenges.One of the challenges was to provide 7th grade dual students with an option to have Band as an elective, in addition to the Spanish class, which is also an elective. This was resolved by having a Band club for those students. Successes..Expanding our one to one ipad program to all 3rd graders was successfully implemented with few challenges. Improvements were made to OVJH technology infrastructure to better support student access to online resources. The STEM coach implemented an online gamified professional development program to encourage teacher learning in the area of technology integration that has been well utilized.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We met most of our expected outcomes for this goal, which indicates that the actions and services described for this goal are effective. Teachers and students continue to develop 21st century skills, and observations shows great improvement in this area. Providing students with extra supports such as small class sizes, intervention, double block classes, and Dual Immersion and Bilingual Education programs are supporting their academic growth. English Learners continue to make good progress; in many instances outperforming other districts with similar populations. By grades 6-8, our English Learner Indicator is in the "green" performance category on the LCFF evaluation rubric, which is at the "high" level. This is where we expect to see higher achievement for English Learners, as they progress through our bilingual programs, and this is similar to research findings which show that students in bilingual programs show gains in the upper grades, and tend to outperform students who are not in bilingual programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The district negotiated a salary increase for the 2016-17 year, which caused greater than anticipated expenditures. In addition, the data specialist position was not filled in 2016-17, so expenditures anticipated were not made.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Some minor changes have been made to this goal, services and actions. Expected outcomes and metrics have changed to align with the state Evaluation Rubrics. These can be found in Goal 1 for 2017-18, in the Expected Annual Measurable Outcomes section. Actions and Services have been moved/realigned based on stakeholder input to simplify the LCAP, and regroup similar actions to be under the same goal. Goal 1 actions will now focus on services related to direct services to students in. For this reason, Action 6 from Goal 2 has become Action 3 in Goal 1. (Instruction Assistants for TK-1) Action 3, the District Resource teacher for Technology/Math has been moved to Goal 3, Action 2, to focus all teacher training related actions under Goal 3.

Annual Update   **LCAP Year Reviewed: 2016-17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2	Goal 2 Provide a safe and healthy learning environment for students

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1.Increase school attendance rate at grades TK-3 from 95.9 to 97.0, and improve each following year by at least 1 point, 2017-18, 2018-19. 2.Maintain safe schools with suspension, expulsion and drop out rates below state average. (Maintain suspension rate below state rate of 3.8 and expulsion rate below state rate of .04%) 3.Reduce percent of students who are chronically absent from 6.4% to 5.4%, and improve each following year by at least 1 point, 2017-18, 2018-19. 4.Increase grade 6-8 breakfast participation from 50% to 60%, and improve each following year by at least 5 points, 2017-18, 2018-19. 5.Improve results on California Healthy Kids Survey (CHKS) for Junior High. The % of student responses showing high levels of caring adult relationships will increase from 28% to 30%. 6.The % of student responses showing high levels of opportunities for meaningful participation will increase from 11% to 13% and improve each following year by at least 2 points, 2017-18, 2018-19. 7.Increase scores on California Physical Fitness Test (PFT.) The % of grade 5 students meeting at least 5 of 6 fitness standards will increase from 45.5% to 46.5%. and improve each following year by at least 1 point, 2017-18, 2018-19.	1 This goal was not met.TK-3 ADA at P-2 for 2016-17 was 94.96%. The overall district ADA at P-2 for 2016-17 is 96%. This percentage is within the historical district average over the past three years and represents an acceptable district percentage. The district goal is to maintain ADA within the historical average. 2 Safe schools have been maintained with suspension and expulsion rates below state average. Suspension rate for 2015-2016 was 1.56% and .1% for expulsion 3 This goal was not met. The number of chronic absentees increased from 6.4% to 7.1% 4 Not met. The breakfast participation rate at the OVJH for 2016-17 breakfast is projected to be 40.69%. The district has partnered with the Chef Ann Foundation to develop a five year strategic plan to increase breakfast participation at OVJH. 5 This goal was exceeded by 9 points. 37% of students in 2015-2016 expressed that they experience high levels of caring adult relationships at school. 6 This goal was exceeded by 5 points. 16% of students in 2015-2016 responded that they experience high levels of opportunities for meaningful participation. 7 Partially met. The most recent scores available are from spring 2016, for the 15-16 school year. The % of grade 5 students meeting at least 5 of 6 fitness standards

8.Maintain student access and enrollment in all required areas of study.	did not increase one point.. There was a slight decrease to 44%. However, the % of students who met all 6 standards increased from 16% to 19%.
	8 Met. Student access and enrollment in all required areas of study has been maintained.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   1

Actions/Services

PLANNED	ACTUAL
1. Provide counseling services at all schools. Counselors will be available at all sites to support school programs to create safe school environments, and maintain high attendance rates and reduce chronic absenteeism with programs such as anti-bullying programs, drug and tobacco resistance, and to support individual and small groups of students with school adjustment or behavior issues. They will work more intensively with students with poor attendance to prevent chronic absenteeism, and develop individual plans as needed, in collaboration with school staff and the district nurse. They also will provide crisis counseling as needed. Schools will maintain school wide discipline programs aligned with the principles of Restorative Justice, CHAMPs, or other effective behavior model. Focus will be to increase students feelings that they have a caring relationship with adults at school, and meaningful participation in school based on CHKS results. Provide 2 counselors for Ocean View Junior High and 1 counselor at each of the elementary schools for a total of 5 district counselors.	Counseling services were provided at all schools. Counselors met regularly as a cohort to collaborate on the areas of focus that such as positive discipline, which included a focus on anti-bullying, anti-drug/alcohol/tobacco programs. They also worked on school-wide approaches to positive attendance as well as developing individual prevention plans for students who are identifies as chronic absentees. Counselors provided whole class lessons and they also facilitated small group sessions, as well as individual counseling. In collaboration with school staff, district nurse and community partners, they worked to meet the varied social emotional needs of students and provided crisis counseling as needed. Schools maintained school wide discipline programs aligned with the principles of Restorative Justice, CHAMPs, or other effective behavior model. Focus was on the goal to increase students feelings that they have a caring relationship with adults at school, Counselors provided a range of support services and effects at each site. Ocean View Junior High has 2 counselors assigned and there is 1 counselor at each of the elementary schools for a total of 5 counselors in the district. One counselor is assigned to support foster youth, and receives monthly updates on foster youth enrollment.

		BUDGETED	ESTIMATED ACTUAL
Expenditures		5 Counselors Salary and Benefits General Fund - Unrestricted 400,000	5 Counselors Salary and Benefits 1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 448,269

Action   **2**

	PLANNED	ACTUAL
Actions/Services	2. Continue to improve meals program. maintain breakfast in the classroom, and "from scratch" meals 4 days a week. Increase use of local produce to 60%. Collaborate with school gardening programs with composting, and featuring student grown produce at meal times. Provide ongoing training to kitchen staff. Collaborate with Food Corp program for added support.	2. Continued to improve meals program, maintained breakfast in the classroom, and "from scratch" lunch meals 4 days a week. Increased use of local produce to 40%. Collaborated with school gardening programs with composting, and featuring student grown produce at meal times. Provided ongoing training to kitchen staff. Collaborated with Food Corp program for added support.
	BUDGETED	ESTIMATED ACTUAL

Expenditures	Nutrition Services Supervisor-
	Salary and Benefits
	  Restricted Funds 100,000
	
	Food Corp Services
	Services and Other
	  General Fund - Unrestricted 7,000
		Nutrition Services Supervisor-
		Salary and Benefits
		  2000-2999: Classified Personnel Salaries Restricted Funds 122,643
		
		Food Corp Services
		Services and Other
		  5000-5999: Services And Other Operating Expenditures Restricted Funds 7,214

Action   **3**

	PLANNED	ACTUAL
Actions/Services	3. Increase use of safe school practices: implement a closed campus policy at all elementary sites similar to current practices at Ocean View Junior High. All visitors /parents will register in the office and present identification before going on campus. District safety committee will meet on a regular basis to monitor needs.	Increased use of safe school practices: implemented a closed campus policy at all elementary sites similar to current practices at Ocean View Junior High. All visitors /parents registered in the office and presented identification before going on campus. Installed cameras on all busses.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	0	

Action   **4**

	PLANNED	ACTUAL
Actions/Services	4. District will partner with Operation School Bell to provide needy students with new school clothes, TK-5. Approximately 90 students will be served.	Collaboration with Operation School Bell continued. 97 students were served in 2016-17

Expenditures	**BUDGETED** Bus transportation Services and Other General Fund - Unrestricted 1,000	**ESTIMATED ACTUAL** Bus transportation Services and Other 5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 269

Action 5

Actions/Services	**PLANNED** 5. Partner with Boys and Girls Club of Oxnard/Port Hueneme to provide an afterschool program for approximately 300 students that includes academic enrichment and recreational activities. Includes teacher liaison at each site for alignment with regular day program.	**ACTUAL** Our state ASES grant was renewed and we continue to partner with Boys and Girls Club of Oxnard/Port Hueneme to provide an afterschool program for approximately 300 students that includes academic enrichment and recreational activities. Includes teacher liaison at each site for alignment with regular day program.
Expenditures	**BUDGETED** Contract with Boys and Girls Club to implement program Restricted Funds 412,000	**ESTIMATED ACTUAL** 5000-5999: Services And Other Operating Expenditures Restricted Funds 412,000

Action 6

Actions/Services	**PLANNED** 6. Provide 2-3 hours a day of instructional assistant support at all schools for TK, K and 1st grade classes to support early instruction, increase adult supervision, and increase individual attention for young students.	**ACTUAL** Each TK, K and 1st grade class received 2-3 hours a day of instructional assistant support to support the multi-tiered system of support during the early grades.
Expenditures	**BUDGETED** Instructional Assistants Salary and Benefits General Fund - Unrestricted 400,000	**ESTIMATED ACTUAL** Instructional Assistants Salary and Benefits 2000-2999: Classified Personnel Salaries General Fund - Unrestricted 566,683

Action 7

Actions/Services	**PLANNED** 7. Provide a district TK-5 Physical Education teacher to support and enhance the Physical Education program and health and wellness goals at each elementary school.	**ACTUAL** We hired an experienced PE teacher to support and enhance the Physical Education program and health and wellness goals at each elementary school. The teacher provided training to all teachers on the state PE standards, provided demonstration lessons, lesson plans and materials, online resources, additional PE equipment, created or reorganized PE equipment storage and access systems at schools, and

		facilitated the donation from a community foundation to provide dance teachers for 4th and 5th grade students.
Expenditures	BUDGETED PE teacher salary and benefits General Fund - Unrestricted 85,000	ESTIMATED ACTUAL PE teacher salary and benefits 1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 93,625

Action **8**

	PLANNED	ACTUAL
Actions/Services	8. Provide a district TK-5 Art teacher to support and enhance the Arts program, and integration of the arts into the curriculum, especially in STEM areas (Science, Technology Engineering Math) at each school.	We hired a TK-5 Art Resource Teacher to support and enhance the art instruction and arts experiences for students. The teacher provided training to all teachers on the state Visual and Performing Arts standards, provided demonstration lessons in classrooms, assisted with schoolwide art events, worked with teachers to plan for arts integration, and assisted with selecting an purchasing art materials. The teacher collaborated with community organizations to bring grant funded arts experiences to our students, such as a trip to the symphony for all grade 3 students, and field trips to a local art museum.
Expenditures	BUDGETED Art Teacher Salary and Benefits General Fund - Unrestricted 85,000	ESTIMATED ACTUAL Art Teacher Salary and Benefits 1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 95,622

ANALYSIS
Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Implementation challenges: This was the first year that Ocean View provided an Art and PE resource teacher for elementary sites. It was a challenge to develop site schedules for all 3 schools, and develop the scope of work for each teacher, but this became a success also. Implementation successes: One of the greatest successes in having our new resource teachers was the grants we got for the first time that allowed all of our 3rd grade students to learn to play the recorder and to attend a symphony. Also, an activity combining both arts and PE was a grant that brought dance teachers to our schools on a weekly basis to teach a variety of dance and movement activities to 4th and 5th

graders. In addition, the teachers learned many new standards aligned PE activities that they have incorporated into their PE time, and added a range of art and creativity activities to their instruction.

Our meals program won a very competitive national grant that will bring many enhancement to the meals program. Results on the California Healthy Kids Survey showed improvement, much greater than expected, in the area of school climate and connectedness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall our actions and services have been effective in providing a safe and healthy learning environment for students. Attendance did not increase in the lower grades as expected. However, overall attendance is strong, at 96%. We were not successful in reducing the Chronic absenteeism rate. The Suspension rate on the state evaluation rubric for 13-14 and 14-15 shows the district in the "orange" category at a 3.3% but our recent data shows that we remained at a low and steady rate of 1.55% to 1.56% from 2014-2015 to 2015-2016. Expulsions have decreased over the past two years. Our results for the CHKS show a greater than anticipated improvement in the school climate issues we were addressing. PE test scores for grade 5 15-16 school year did not increase as hoped. These test scores were based on instruction in the 15-16 school year, before the implementation of the PE resource teacher, and the increased PE instruction at the elementary schools that took place during the 16-17 school year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The district negotiated a salary increase for the 2016-17 year. This resulted in salary costs higher than projected.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Our research into attendance rates has shown that attempting to increase beyond 96% is somewhat unrealistic, since this is a fairly high rate. Our new goal will be to maintain our overall attendance rate at the current rate of 96%. However we will continue to monitor TK-1 attendance closely and work on strategies to improve it. Attendance monitoring tools will be added to the Student Information System to enhance the ability of site teams (including Principal, Counselor, Office Staff and District Nurse) to analyze attendance patterns by grades and subgroups and conduct early identification of chronic absentees. Our internal analysis of the LCFF rubric for suspension shows that we had a high rate that increased, thus putting us into the orange category. However, more recent data shows that we would now be in the medium/yellow category and maintaining low suspension rates. As a result, no changes to our goals or actions are warranted at this time. The expected outcomes are changed to match the LCFF rubrics. These changes can be found on Goal 2.

Action 2 of this goal reflects the new action to develop a 5 year strategic plan for the meals program, based on the acquisition of the Chef Ann Foundation grant that will support that activity.

Due to stakeholder request to reduce the number of measurable outcomes for this goal, one of the optional goals related to PE test scores has been eliminated.

Annual Update   LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3	Goal 3 Provide a high quality learning environment that includes well maintained facilities, appropriate materials, and well-trained educators.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1.Maintain facilities in good condition as measured by FIT results.	1. Met: Maintained facilities in good condition as measured by FIT results.
2. Create or purchase materials and/or lessons aligned with common core Language Arts and Math standards, Next Generation Science Standards (including materials in Spanish) and ELD standards as needed.	2. Met: Work continued on improving and enhancing district curriculum.
3. Teacher observation/survey will show increased number of teachers with high level of skills to teach common core standards and using 21st century strategies aligned with district vision. On a scale from 1-4 (low skills to proficient skills) Increase from 43% to 45% of teachers rating themselves as proficient in teaching using Common Core standards. Increase 2 points each following year, 2017-18, 2018-19	3.Exceeded: 65% of teachers rated themselves as proficient in teaching common core standards
4. Maintain 100% compliance with teacher assignment and credentialing regulations. Maintain K-8 access to and enrollment in a broad course of study.	4. Met: Maintained 100% compliance with teacher assignment and credentialing regulations. Maintained K-8 access to and enrollment in a broad course of study.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED	ACTUAL
1. Regularly inspect, monitor and repair grounds and facilities to provide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning. Investigate efficient heating upgrade alternatives. Investigate solar energy options and develop a plan to help meet district vision and goals for environmental sustainability. Explore shade structure options. (budget allocation pending investigation of options)	1. Regularly inspected, monitored and repaired grounds and facilities to provide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning. Investigated efficient heating upgrade alternatives. Continuing to explore options for heating upgrade alternatives at elementary school sites. Investigated solar energy options and agreed to a power purchase agreement to purchase solar generated energy to help meet district vision and goals for environmental sustainability. Installation of solar panels pending.

Expenditures

BUDGETED	ESTIMATED ACTUAL
None at this time.	None at this time.

Action **2**

Actions/Services

PLANNED	ACTUAL
2. A. Teachers will receive training and collaboration time to implement common core standards, Next Generation Science standards, ELD standards, and 21st century learning strategies, including technology integration strategies. B. They will be supported by three district resource teachers.Elementary site resource teachers will also provide support. C. Support includes teacher compensation for 5 pupil free staff development days. D. A peer coaching/lesson study model of teacher development and support will be initiated. This model-	A. Teachers received training and collaboration time to implement common core standards, Next Generation Science standards, ELD standards, and 21st century learning strategies, including technology integration strategies. There was somewhat less training provided than anticipated, due to a shortage of substitute teachers county wide. B.Teachers were supported by all 5 district resource teachers.Elementary site resource teachers also provided support. C.5 pupil free staff development days provided teacher training, and teacher collaboration and planning time related to LCAP goals and district vision, such as Art and PE standards, Observational Inquiry model of teacher

Observational Inquiry is designed to promote English Learner success and address issues of equity and the impact of poverty on student learning.

E. Teacher teams will continue to work on refining the curriculum units, either during release days or extra time after school hours.

F. Materials as needed for curriculum implementation will be purchased.

collaboration, use of online curriculum management system, and technology integration.

D. Observation Inquiry Model was successfully implemented at all schools with pilot teams.

E. Teachers worked to refine the elementary math curriculum to enhance alignment to common core math standards and the state testing system

F. Digital Science curriculum aligned to new Science standards purchased to supplement grades 6-8 Science program.

Expenditures

BUDGETED
2 District Resource Teachers (Glad Coach and CCS Coach)
salary and benefits
  Restricted Funds 227,000

1 District Resource Teacher (Tech Integration Coach)
Salary and Benefits

  General Fund - Unrestricted 80,000

Teacher training days: substitute costs
Salary and Benefits
  General Fund - Unrestricted 50,000

5 Staff Development Days-
Salary and Benefits
  General Fund - Unrestricted 275,000

ESTIMATED ACTUAL
2 District Resource Teachers (Glad Coach and CCS Coach)
salary and benefits
 1000-1999: Certificated Personnel Salaries Restricted Funds 239,637

1 District Resource Teacher (Tech Integration Coach)
Salary and Benefits
 1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 91,446

Teacher training days: substitute costs
Salary and Benefits
 1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 40,403

5 Staff Development Days-
Salary and Benefits
 1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 397,220

STEMscopes Science digital curriculum and materials 4000-4999: Books And Supplies General Fund - Unrestricted 28,295

Action 3

Actions/Services

PLANNED
3. Teachers will be supported to implement the Guided Language Acquisition Design (GLAD) model of instruction to enhance English Language Development and content knowledge, and prevent and decrease the number of Long Term English learners (LTEL), and to fully implement the GLAD strategies as incorporated into TK-5 integrated Language Arts/Content area units. New teachers will be

ACTUAL
Teachers were supported to implement the Guided Language Acquisition Design (GLAD) model of instruction to enhance English Language Development and content knowledge, and prevent and decrease the number of Long Term English learners (LTEL), and to fully implement the GLAD strategies as incorporated into TK-5 integrated Language Arts/Content area units. New teachers were provided the full 7 day initial

	provided the full 7 day initial training. Teachers will have full 5 day refresher training every 5 years. A central workroom for teachers will be provided, where teachers can meet to plan, and have access to curriculum preparation tools such as color printer, laminator, and other materials and supplies.	training. No refresher training was needed at this time. A central workroom for teachers will be provided, where teachers can meet to plan, and have access to curriculum preparation tools such as color printer, laminator, and other materials and supplies.

Expenditures	BUDGETED
	District GLAD Coach salary and benefits,substitutes for training days
	Salary and Benefits
	  Restricted Funds 110,000
	
	GLAD supplies
	Books and Supplies
	  Restricted Funds 6,000
		ESTIMATED ACTUAL
		District GLAD Coach salary and benefits,substitutes for training days
		Salary and Benefits
		 1000-1999: Certificated Personnel Salaries Title III 118,272
		
		GLAD supplies
		Books and Supplies
		 4000-4999: Books And Supplies Title III 181

Action　4

Actions/Services	PLANNED 4. New teachers will be supported to complete an approved General Education/Special Education Induction program to clear their teaching credential. New teachers will be assigned an experienced teacher as a Mentor.	ACTUAL 18 New teachers were supported to complete an approved General Education/Special Education Induction program to clear their teaching credential. New teachers were assigned an experienced teacher as a Mentor. A district resource teacher coordinated the services and supported the new teachers and their mentors. Participants were able to engage in after-hour sessions at the district office, as opposed to having to travel to the County Office of Education. Survey results showed high satisfaction with the program.
Expenditures	BUDGETED Support Provider and program costs Services and Other General Fund - Unrestricted $75,000	ESTIMATED ACTUAL Support Provider and program costs Services and Other 5000-5999: Services And Other Operating Expenditures Restricted Funds 76,545

ANALYSIS
Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, the implementation of the actions and services to provide a high quality learning environment that includes well maintained facilities, appropriate materials, and well-trained educators went as planned and described above. Implementation challenges: The shortage of substitute teachers county wide made it difficult to do all of the planned training and curriculum development work. Implementation successes: The implementation of the Observation Inquiry model was one of the greatest implementation successes. Teachers found it to be one of the best models of professional development they have experienced, and we will expand it to more teachers next year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	In general, we met or exceeded all of our stated goals. Implementation by teachers of the vision for 21st century learning has accelerated, especially in the area of increased opportunities for students to use critical thinking and respond to higher level questions. Work continued to explore ways to upgrade facilities and increase use of environmentally sustainable practices.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The district negotiated a salary increase for the 2016-17 year, which caused greater than anticipated expenditures. GLAD supplies are expected to be fully expended by year-end. Securing substitutes continues to be a challenge for the district due to the county wide shortage of substitutes available. so there were less expenditures for that item.. The purchase cost of STEMscopes was not anticipated in the prior year LCAP, but is reflected in the updated expenses.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Actions and the related expenses for all 5 district resources will now be under Goal 3, rather than dispersed across Goals 1, 2, and 3, to provide a more coherent plan, as requested by stakeholders. The Technology/Math and the Dual Immersion/EL resource teachesr have moved to goal 3 from goal 1. The Art and PE resource teachers have moved from goal 2 to goal 3.

<u>Annual Update</u>   **LCAP Year Reviewed: 2016-17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4	Goal 4 Increase parent involvement. Increase efforts to seek parent input and promote parental participation.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE   ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Each school site and the district will maintain parent decision making councils/committees to seek parent input in decision making. (ELAC, DELAC, SSC) The councils will include parents of students in programs for unduplicated pupils. The district and school sites will promote parental participation in programs for unduplicated students. As measured by agendas,sign in sheets, and flyers to encourage parent recruitment and participation. Schools will increase from 3 parent leaders regularly attending parent leadership councils to 5 parents per school, Increase 2 parents each following year, 2017-18, 2018-19 Sites will collect data on the number of parents attending parent training, conferences and involvement events to establish a baseline of parent involvement data.	Each school site and the district did maintain parent decision making councils/committees to seek parent input in decision making. (ELAC, DELAC, SSC) The councils included parents of students in programs for unduplicated pupils. The district and school sites promoted parental participation in programs for unduplicated students. Agenda, sign in sheets, and flyers that encouraged parent recruitment and participation were reviewed as evidence of activities at each school. Overall there was an increase in the number of parent events, extending beyond the well attended parent conference days, and back to school nights and open house nights. The most popular and well attended of these events were Literacy night, Art night, STEM night, Family Dance night, Although parent participation in general school events increased, not all schools had 5 parent leaders regularly attending parent leadership councils. Sites did collect data on the number of parents attending events to establish a baseline of parent involvement data.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED	ACTUAL
1.To promote parent participation the district will provide a full time district bilingual Parent Engagement Coordinator to provide parent training and encouragement for parents to take leadership roles, offer parent training opportunities, and support school site efforts to increase parent participation. Examples of parent training to be provided at a district level based on parent interest: Latino Literacy parent classes parent technology classes, workshops on helping students to succeed academically, Positive Discipline, and health and wellness. Parent leadership development and increase in parent use of school websites and online parent portals will be areas of focus.	1.To promote parent participation the district provided a full time district bilingual Parent Engagement Coordinator who coordinated parent training and encouragement for parents to take leadership roles, offered parent training opportunities, and supported school site efforts to increase parent participation. Examples of parent training provided at a district level based on parent interest: Latino Literacy parent classes parent technology classes, workshops on helping students to succeed academically, Positive Discipline, and health and wellness. Parent leadership development and increase in parent use of school websites and online parent portals were areas of focus.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Parent Engagement Coordinator Salary and Benefits General Fund - Unrestricted 67,000	Parent Engagement Coordinator Salary and Benefits 2000-2999: Classified Personnel Salaries General Fund - Unrestricted 68,510
Parent trainers and child care Salary and Benefits Restricted Funds 2,000	Parent trainers and child care Salary and Benefits 2000-2999: Classified Personnel Salaries Title I 950
Materials for parent training Books and Supplies Restricted Funds 3,000	Materials for parent training Books and Supplies 4000-4999: Books And Supplies Title I 2,138

Action **2**

Actions/Services

PLANNED	ACTUAL
2. District and site parent leadership councils such as English Learner Advisory Councils and School Site Councils will be maintained to seek parent input in decision making.	District and site parent leadership councils such as English Learner Advisory Councils and School Site Councils were maintained to seek parent input in decision making.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Child Care and Interpreters - Salary and Benefits Restricted Funds 2,000	Child Care 2000-2999: Classified Personnel Salaries Title I 950
Meeting supplies - Books and Supplies Restricted Funds 3,000	

Conferences and training- Services and Other General Fund - Unrestricted 1,000	

Action **3**

Actions/Services

PLANNED 3. Each school site will conduct a variety of parent involvement activities, based on parent interest, to increase parent connection and engagement in schools, promote family health and well- being, inform parents about student progress and school programs, and offer parent leadership opportunities.	ACTUAL Each school site conducted a variety of parent involvement activities, based on parent interest, to increase parent connection and engagement in schools, promote family health and well- being, inform parents about student progress and school programs, and offer parent leadership opportunities.

Expenditures

BUDGETED Child care, parent trainers, interpretation and translation services- Salary and Benefits Supplies for meetings and events- Books and Supplies General Fund - Unrestricted 3,520	ESTIMATED ACTUAL Child care, parent trainers, interpretation and translation services- Salary and Benefits Supplies for meetings and events- Books and Supplies 4000-4999: Books And Supplies General Fund - Unrestricted 2,132

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Successes- Increasing outreach to parents for accessing parent portal was effective, more parents have signed up. Students in grades 6-8 were also given access, and this supported parent access also. Parent coordinator developed "how-to" resources to support implementation. Workshops presented at schools on the topic of positive discipline and self esteem were well received. Challenges- Recruiting more parents to regularly attend parent leadership councils (ELAC, SSC) is an ongoing challenge, but these councils continued at all sites.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, the actions and services designed to increase parent involvement and increase parent input and participation were successful. All goals were met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The district negotiated a salary increase for the 2016-17 year resulting in higher than anticipated salary expenditures. There were no additional costs for books, supplies and training, and volunteers often provided child care, so expenditures were less than anticipated.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes have been made.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Introduction: Ocean View School District has a very collaborative culture, and the ideas, needs, and opinions of parents, staff, students and community members are solicited, and taken into account.

Parents: The development of the LCAP update and the 2016-17 LCAP were discussed at the District English Learner Advisory Committee (DELAC)/EL LCAP Advisory Committee meetings on 10/20/16, 11/17/16, 1/12/17, 2/9/17, 3/22/17 and 5/11/17. Participants engaged in developing, reviewing and supporting the implementation of the LCAP by reviewing progress and data and giving feedback and input regarding changes for the new LCAP. Participants in this group include members of school site advisory councils (School Site Council and English Learner Advisory Councils) and the District English Learner Advisory Council.

Parents: Parents were invited to a meeting on 5/11/17 to provide input on the LCAP update and on the new 17-18 LCAP. Progress on each goal was reviewed and ideas for changes and new strategies were discussed. All parents were sent a survey regarding the LCAP, and the survey was also available online. 450 parents returned a survey.

Pupils: During the month of April, 2017, a focus group of students representing various grades responded to a survey to gather their opinions. TK-8 students throughout the year provided feedback about meal preferences and their meal participation data was a source of informing the LCAP update and new LCAP. Student feedback on electives for grades 6-8 and their choices of electives and clubs also provided student input for LCAP.

LCAP Parent Advisory Committee and EL Parent Advisory Committee meeting held May 11, 2017. Committee included parents of students of all required subgroups. LCAP draft and update were presented i for review and comment. Clarifying questions were answered. There were no items for the Superintendent to respond to in writing.

Community- The community was provided the opportunity to provide input on the update and the new LCAP on the district website starting 5-1-17. Information about LCAP development and LCAP updates of some components were provided to the public at meetings of the Governing Board on the following dates: May 9, 2017, Feb. 14, 2017, Jan. 10, 2017, Dec. 13, 2016, Aug. 9, 2016

Local Bargaining units: classified and certificated bargaining unit representatives were asked for consultation on April 28, 2017.

District Personnel,Teachers and other certificated: April 24, 2017 a survey was distributed to all district personnel.

Principals/Administrators and teacher leaders: In District Leadership Team meetings, cabinet meetings, and Admin team meetings, participants engaged in developing, reviewing and supporting the implementation of the LCAP by reviewing progress and and giving feedback and input regarding future needs. 8/5/16, 10/19/16,10/27/16, 11/30/16, 12/17/16, 1/18/17, 2/22/17, 2/27/17, 3/22/17, 3/6/17, 4/26/17, 5/1/17, 5/17/17

Other employees: Classified staff were provided with an opportunity to give input via survey distributed May 5, 2017.

Public input : April 28, 2017: On the district webpage, the public was invited to comment on the development of the update and new goals, and invited to fill out a survey. 10 days before the Public Hearing the 17-18 draft LCAP was posted . No comments were received.

Public Hearing : June 13, 2017

Board Approval : June 27, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Our stakeholders show strong support for our extensive Bilingual/Dual Education program models available at all of our school sites. Other top priorities include the components of our Vision for 21st Century Learning, especially our efforts to bridge the digital divide and provide all our students with access to technology devices and instruction. Providing support services to help close the achievement gap, such as our extensive intervention program, afterschool programs, small class size, double block classes at grade 6-8, and counselors at every school also surfaced as high priorities. Parents continue to be very supportive of our efforts to continue prioritizing having safe,well maintained schools, and our nutritious from scratch meals. All of these priorities are addressed in the LCAP goals, actions, and budget allocations. Various stakeholders mentioned that it would be helpful to find ways to make the LCAP shorter, and reorganized to group like actions. The LCAP reflects efforts to do that, with some reorganization to have student programs in Goal 1, health, safety and special programs in goal 2, and all teacher training related actions in Goal 3. Some actions and services have been combined, and the number of measurable outcomes and actions has been slightly decreased.

The following is a description of how the consultation with stakeholders contributed to the development of the LCAP and the update:

Goal #1: Commonalities from stakeholders included support for continuing implementing the district vision to prepare students for 21st century learning, and the integration of technology into instruction. This is reflected in the plan as Goal #1 and with expenditures for technology devices, infrastructure, and training for teachers in implementation of the vision for 21st Century Learning, common core standards, and technology integration. The purchase of keyboards was suggested and will be made to use with ipads, so that state testing is more efficient. Parents and teachers provided input on the update that there is some concern that devices are not used strategically and that there is variation from classroom to classroom in the technology skills the students learn.The need for a scope and sequence for technology skills surfaced as a need, and that has been added to the actions for Goal 1.   Several stakeholder groups continue to prioritize the availability of extra support for students who are below grade level, and so the expenditures for the site Intervention programs are reflected in Goal 1 and supplement the federal Title I program. This was a top priority on parent surveys. Additional instructional assistants for grades TK-1 will be continued based on stakeholder input. Expenditures for maintaining the "block" schedule are also included here, because of stakeholder priority for providing extra language arts and math instruction at the 6-8 grade level, since test scores show there are still high numbers of students below grade level. Maintaining our small class size was a high priority for many groups, so those expenditures are included in Goal 1. For the update, part of the review of intervention programs included presentations from each school regarding the impact of their intervention programs. The findings indicated that the programs are having a positive impact with the majority of students served making good gains.

Goal #2: for a safe and healthy learning environment, reflects a strong desire from parents and students to continue to improve the quality of meals, with fresh and homemade items, and to increase the use of environmentally friendly practices. Due to the high priority of this item by parents, the district sought and was awarded a grant to further enhance the meals program, and that grant is reflected in the LCAP. Parent surveys notes a desire to have vegetable gardens at each school and that has been incorporated in this goal. In developing the update, parents and students noted in surveys and focus group discussions that some students still prefer to have snack foods with higher salt and sugar content rather than the healthy choices offered. The resources and training provided in the meals grant is intended to work on that issue. The LCAP reflects the commonality from all stakeholders to maintain the number of bilingual school counselors in the district. Parents especially listed this as a priority. In preparation of the update, site principals noted that the counselors have contributed significantly in helping students and families with specific issues, and in improving school climate overall.

Goal #3 reflects the priority, especially from teacher groups, to provide training and common core aligned materials, and time for teachers to plan together. Items to be considered but not included at this time: Parents and staff have pointed out that in the past year there have been several days of unusually high heat for our coastal region. Some of our older classrooms do not have air conditioning, and the rooms can become uncomfortable on those hot days. Facilities experts have done some initial analysis of these 50 year old classrooms and have not been able to provide a viable option for installing air conditioning or other cooling solution. It appears that retrofitting these old classrooms would likely have limited success, and be more expensive than building new classrooms. District staff are exploring possible options for constructing and financing new classrooms, and/or

funding costs for refurbishing older classrooms. Parents made the suggestion to add more outdoor shade structures at the sites, and options of how to accomplish that will also be explored.

Goal #4 reflects the input from parents and teacher leadership for the continuing need for a designated district staff member to assist with improving parent involvement.

Student input: Most students enjoy the new healthier food options but some would prefer more snack food type of items. Lunch continues to be one of their favorite parts of the school day. The LCAP actions show our continued to work on food quality and variety, and helping students learn to enjoy healthy foods. Students showed a preference for eliminating homework and having longer and more vacations. Those preferences were not addressed in the LCAP. They enjoy hands on activities, and working with technology. Our LCAP reflects continued teacher training to support engaging lessons with technology integration.

Teacher/staff survey results: The highest priorities on the surveys were Technology training/support for teachers, maintaining small class size, Intervention programs, Bilingual/Dual Immersion programs, Counselors, Meals from scratch, school facilities in good repair, time for teacher planning, and parent workshops and activities. Approx. 85% of teachers responded to the survey. These priorities have been retained and funded in the LCAP.

The teachers association provided a response indicating support for all goals, actions and services, with their highest priorities being smaller class size, block schedule, intervention programs, counselors, and instructional assistants. These priorities have been maintained and funded in the LCAP.

Parent survey results: The highest priorities on the parent surveys were: school safety, meals, counselors, intervention programs, Dual Immersion/bilingual education, parent coordinator and activities, and training for teachers. Approximately 450 parents responded to the survey.
These priorities have been maintained and funded in the LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☒ Modified	☐ Unchanged

Goal 1

Goal 1 Prepare students for 21st Century learning

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

Observation and surveys show that students continue to need instructional experiences for achieving the district vision for 21st century learning, including common core aligned instruction and materials, and instruction for skills in critical thinking, communication, collaboration and creativity, and use of technology resources. Instructional Rounds process has shown the need to increase instruction in 3 major areas: Critical Thinking, Higher Order Questioning, Student Talk. The LCFF Evaluation Rubric (Dashboard) based on the CAASPP assessments given in English only, in Language Arts and Math for grades 3-5 show our categories as red and orange, in need of improvement, but by Junior High the student results are in the yellow category, the medium level. Our English learner indicator is yellow districtwide and green for Junior High. This data indicates that our students, most of whom are English learners, are benefiting from the bilingual programs at elementary level and the results are demonstrated as they greater English skills as they move up the grades.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Performance on standardized tests: CAASPP ELA	Overall performance was in the "yellow" category for the most recent year available. (2015-16)	Maintain or increase	Maintain or increase	Maintain or increase

Performance on standardized tests: CAASPP Math	Overall performance was in the "yellow" category for the most recent year available. (2015-16)	Maintain or increase	Maintain or increase	Maintain or increase
EL Indicator - CA Dashboard (includes progress towards English proficiency and Reclassification rate.	Overall performance was in the "yellow" category for the most recent year available. (2015-16)	Maintain or increase	Maintain or increase	Maintain or increase
EL reclassification rate	Data quest error shows 1 student. Our records show 71 students in 15-16, a rate of 4%	maintain or increase	maintain or increase	maintain or increase
The percentage of English learner pupils who make progress toward English proficiency, as certified by the state board (state test)	no state data available	establish baseline with new state test ELPAC	maintain or increase	maintain or increase
Not Applicable: API, share of students college and career ready, share of students that pass AP exams, share of students prepared for college by the EAP,	NA	NA	NA	NA

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]
Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income
Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

	Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Provide Ipads for all grade 3-8 students and classroom sets for TK-2. Grade 6-8 students will be able to take Ipads home due to limited technology access in homes. Provide 2 course sections for the Coding/Application development elective for grades 6-8 to increase the number of students with those skills .	1. Provide Ipads for all grade 3-8 students and classroom sets for TK-2. Grade 6-8 students will be able to take Ipads home due to limited technology access in homes. Provide 2 course sections for the Coding/Application development elective for grades 6-8 to increase the number of students with those skills .	1. Provide Ipads for all grade 3-8 students and classroom sets for TK-2. Grade 6-8 students will be able to take Ipads home due to limited technology access in homes. Provide 2 course sections for the Coding/Application development elective for grades 6-8 to increase the number of students with those skills .

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	200,000	Amount	200,000	Amount	200,000
Source	General Fund - Unrestricted	Source	General Fund - Unrestricted	Source	General Fund - Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures Ipad lease annual	Budget Reference	5000-5999: Services And Other Operating Expenditures Ipad lease annual	Budget Reference	5000-5999: Services And Other Operating Expenditures Ipad lease annual

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income	
Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Upgrade facilities, infrastructure, devices, as needed for 21st century vision for learning. Install flat screen TV/Apple TV set up in more classrooms. Provide additional casual labor support as needed to accelerate set up of devices and infrastructure. Provide a full time Data Support Clerk to assist with implementation of the many online and software based resources needed to implement the district vision for 21st century learning.	2. Upgrade facilities, infrastructure, devices, as needed for 21st century vision for learning. Install flat screen TV/Apple TV set up in more classrooms. Provide additional casual labor support as needed to accelerate set up of devices and infrastructure. Provide a full time Data Support Clerk to assist with implementation of the many online and software based resources needed to implement the district vision for 21st century learning.	2. Upgrade facilities, infrastructure, devices, as needed for 21st century vision for learning. Install flat screen TV/Apple TV set up in more classrooms. Provide additional casual labor support as needed to accelerate set up of devices and infrastructure. Provide a full time Data Support Clerk to assist with implementation of the many online and software based resources needed to implement the district vision for 21st century learning.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	700,000	Amount	700,000	Amount	700,000
Source	General Fund - Unrestricted	Source	General Fund - Unrestricted	Source	General Fund - Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	70000	Amount	70000	Amount	70000
Source	General Fund - Unrestricted	Source	General Fund - Unrestricted	Source	General Fund - Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. Provide 2-3 hours a day of instructional assistant support at all schools for TK, K and 1st grade classes to support early instruction, increase adult supervision, and increase individual attention for young students.	3. Provide 2-3 hours a day of instructional assistant support at all schools for TK, K and 1st grade classes to support early instruction, increase adult supervision, and increase individual attention for young students.	3. Provide 2-3 hours a day of instructional assistant support at all schools for TK, K and 1st grade classes to support early instruction, increase adult supervision, and increase individual attention for young students.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	500,000	Amount	500,000	Amount	500,000
Source	General Fund - Unrestricted	Source	General Fund - Unrestricted	Source	General Fund - Unrestricted

Budget Reference	2000-2999: Classified Personnel Salaries Instructional Assistants	Budget Reference	2000-2999: Classified Personnel Salaries Instructional Assistants	Budget Reference	2000-2999: Classified Personnel Salaries Instructional Assistants
Budget Reference		Budget Reference		Budget Reference	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services
☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)
☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4. Maintain an average class size of 24 students in grade TK-3 and 30 students in grades 4-8.	4. Maintain an average class size of 24 students in grade TK-3 and 30 students in grades 4-8.	4. Maintain an average class size of 24 students in grade TK-3 and 30 students in grades 4-8.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	1,450,000	Amount	1,450,000	Amount	1,450,000
Source	General Fund - Unrestricted	Source	General Fund - Unrestricted	Source	General Fund - Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services
☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5. Provide additional language arts and math teachers so each student has 2 periods of those subjects in grades 6-8.	5. Provide additional language arts and math teachers so each student has 2 periods of those subjects in grades 6-8.	5. Provide additional language arts and math teachers so each student has 2 periods of those subjects in grades 6-8.

BUDGETED EXPENDITURES

2017-18

Amount | 700,000

Source | General Fund - Unrestricted

Budget Reference | 1000-1999: Certificated Personnel Salaries

2018-19

Amount | 700,000

Source | General Fund - Unrestricted

Budget Reference | 1000-1999: Certificated Personnel Salaries

2019-20

Amount | 700,000

Source | General Fund - Unrestricted

Budget Reference | 1000-1999: Certificated Personnel Salaries

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New   ☐ Modified   ☒ Unchanged

6. Provide extensive Response to Intervention (RTI) (Also known as Multi-Tiered System of Support- MTSS) program during school day to assist students who are below grade level. Intervention Specialist teacher at each site, and a Resource Teacher additionally at each elementary site for added support . Instructional assistants also provided as support to the program.

2018-19

☐ New   ☐ Modified   ☒ Unchanged

6. Provide extensive Response to Intervention (RTI) (Also known as Multi-Tiered System of Support- MTSS) program during school day to assist students who are below grade level. Intervention Specialist teacher at each site, and a Resource Teacher additionally at each elementary site for added support . Instructional assistants also provided as support to the program.

2019-20

☐ New   ☐ Modified   ☒ Unchanged

6. Provide extensive Response to Intervention (RTI) (Also known as Multi-Tiered System of Support- MTSS) program during school day to assist students who are below grade level. Intervention Specialist teacher at each site, and a Resource Teacher additionally at each elementary site for added support . Instructional assistants also provided as support to the program.

Provide online assessment system to monitor achievement in Reading and Math	Provide online assessment system to monitor achievement in Reading and Math	Provide online assessment system to monitor achievement in Reading and Math

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	450,000	Amount	450,000	Amount	450,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention Specialist Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Intervention Specialist Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Intervention Specialist Teachers
Amount	900,000	Amount	900,000	Amount	900,000
Source	General Fund - Unrestricted	Source	General Fund - Unrestricted	Source	General Fund - Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Assistants	Budget Reference	2000-2999: Classified Personnel Salaries Instructional Assistants	Budget Reference	2000-2999: Classified Personnel Salaries Instructional Assistants
Amount	33,000	Amount	33,000	Amount	33,000
Source	General Fund - Unrestricted	Source	General Fund - Unrestricted	Source	General Fund - Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures STAR testing system license Services and Other	Budget Reference	5000-5999: Services And Other Operating Expenditures STAR testing system license Services and Other	Budget Reference	5000-5999: Services And Other Operating Expenditures STAR testing system license Services and Other

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

	Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
7. Maintain Transitional Bilingual Education (TBE) programs and expand Two Way Immersion Programs (TWI) offered as options for English Learners. All sites will offer either TBE or TWI. TWI expanding to grade 8 in 17-18. Mar Vista Elementary to expand the Two Way Immersion Program, to grade 3 2017-18,. Tierra Vista TWI program will be maintained (K-5). Provide District Resource teacher to support district wide TWI and TBE program development and teacher support.	7. Maintain Transitional Bilingual Education (TBE) programs and expand Two Way Immersion Programs (TWI) offered as options for English Learners. All sites will offer either TBE or TWI. Mar Vista Elementary to offer Two Way Immersion Program, K-4 2018-19. Tierra Vista TWI program will be maintained (K-5).Ocean View Jr.High to offer TWI 6-8. Provide District Resource teacher to support district wide TWI and TBE program development and teacher support.	7. Maintain Transitional Bilingual Education (TBE) programs and expand Two Way Immersion Programs (TWI) offered as options for English Learners. All sites will offer either TBE or TWI. Mar Vista Elementary to offer Two Way Immersion Program, K-5 2019-20. Tierra Vista TWI program will be maintained (K-5).Ocean View Jr.High to offer TWI 6-8. Provide District Resource teacher to support district wide TWI and TBE program development and teacher support.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	3,900,000	Amount	3,900,000	Amount	3,900,000
Source	General Fund - Unrestricted	Source	General Fund - Unrestricted	Source	General Fund - Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries Bilingual teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Bilingual teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Bilingual teachers

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

	Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
	Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	OR	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 2	Goal 2 Provide a safe and healthy learning environment for students

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Our stakeholder groups feel that our schools provide a very safe and healthy learning environment, and maintaining this goal continues to be a high priority especially in parent surveys. The California Healthy Kids Survey (CHKS) for 15-16 showed improvement compared to the prior year, but there is still a need to improve the percent of students (grade 7 is surveyed) feeling they have of adult caring relationships at school and that they have opportunities for meaningful participation in school. Breakfast participation is lower at grades 6-8 than at K-5. Suspensions and expulsions are relatively low, but there is a need to explore new strategies that could be used in place of suspension when possible, especially for students in early grades and and special education students. There is a need for expanding training in Restorative Justice practices to more teachers and staff. Overall attendance rate is good, but the chronic absentee rate has increased.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School attendance rates	96%	Maintain at 96% or increase.	Maintain at 96% or increase.	Maintain at 96% or increase.
Chronic absenteeism rate/Chronic Absence Indicator	7.1% (based on internal data)	maintain at 6.5% or decrease (based on internal data)	maintain at 6.5% or decrease (based on internal data)	maintain at 6.5% or decrease (based on internal data)
Pupil suspension rates	1.74%	Maintain at 1.74% or decrease.	Maintain at 1.74% or decrease.	Maintain at 1.74% or decrease.
Pupil expulsion rates	.01%	Maintain at .01% or decrease.	Maintain at .01% or decrease.	Maintain at .01% or decrease.
California Healthy Kids Survey (CHKS) Grade 7 results	Opportunities for Meaningful Participation 16% Caring Adult Relationships 37%	Increase Opportunities for Meaningful Participation to 21%	Increase or maintain-Opportunities for Meaningful	Increase or maintain-Opportunities for Meaningful

		and Caring Adult Relationships 42%	Participation 21% and Caring Adult Relationships 42%	Participation 21% and Caring Adult Relationships 42%
Meal participation rates for 6-8 breakfast	6-8 breakfast participation at 40%	Increase grade 6-8 breakfast participation to 50%	Increase grade 6-8 breakfast participation to 55%	Increase grade 6-8 breakfast participation to 60%
Enrollment records	Students have access and are enrolled in all required areas of study.	Maintain student access and enrollment in all required areas of study.	Maintain student access and enrollment in all required areas of study.	Maintain student access and enrollment in all required areas of study.
Middle school drop out rate	0	maintain	maintain	maintain
Not applicable: High school drop out rates, High school graduation rates	not applicable			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Provide counseling services at all schools. Counselors will be available at all sites to support school programs to create safe school environments, and maintain high attendance rates and reduce chronic absenteeism with programs such as anti-bullying programs, drug and tobacco resistance, and to support individual and small groups of students with school adjustment or behavior issues. They will work more intensively with students with poor attendance to prevent chronic absenteeism, and develop individual plans as needed, in collaboration with school staff and the district nurse. They also will provide crisis counseling as needed. Schools will maintain school wide discipline programs aligned with the principles of Restorative Justice, CHAMPs, or other effective behavior model. Counselors will assist with training more staff in the principles of Restorative Justice. Focus will be to increase students feelings that they have a caring relationship with adults at school, and meaningful participation in school based on CHKS results. Provide 2 counselors for Ocean View Junior High and 1 counselor at each of the elementary schools for a total of 5 district counselors. One counselor will be assigned to focus on the needs of foster youth and will receive monthly updates on enrollment.	1. Provide counseling services at all schools. Counselors will be available at all sites to support school programs to create safe school environments, and maintain high attendance rates and reduce chronic absenteeism with programs such as anti-bullying programs, drug and tobacco resistance, and to support individual and small groups of students with school adjustment or behavior issues. They will work more intensively with students with poor attendance to prevent chronic absenteeism, and develop individual plans as needed, in collaboration with school staff and the district nurse. They also will provide crisis counseling as needed. Schools will maintain school wide discipline programs aligned with the principles of Restorative Justice, CHAMPs, or other effective behavior model. Counselors will assist with training more staff in the principles of Restorative Justice. Focus will be to increase students feelings that they have a caring relationship with adults at school, and meaningful participation in school based on CHKS results. Provide 2 counselors for Ocean View Junior High and 1 counselor at each of the elementary schools for a total of 5 district counselors. One counselor will be assigned to focus on the needs of foster youth and will receive monthly updates on enrollment.	1. Provide counseling services at all schools. Counselors will be available at all sites to support school programs to create safe school environments, and maintain high attendance rates and reduce chronic absenteeism with programs such as anti-bullying programs, drug and tobacco resistance, and to support individual and small groups of students with school adjustment or behavior issues. They will work more intensively with students with poor attendance to prevent chronic absenteeism, and develop individual plans as needed, in collaboration with school staff and the district nurse. They also will provide crisis counseling as needed. Schools will maintain school wide discipline programs aligned with the principles of Restorative Justice, CHAMPs, or other effective behavior model. Counselors will assist with training more staff in the principles of Restorative Justice. Focus will be to increase students feelings that they have a caring relationship with adults at school, and meaningful participation in school based on CHKS results. Provide 2 counselors for Ocean View Junior High and 1 counselor at each of the elementary schools for a total of 5 district counselors. One counselor will be assigned to focus on the needs of foster youth and will receive monthly updates on enrollment.

BUDGETED EXPENDITURES

	2017-18	**2018-19**	**2019-20**
Amount	400,000	400,000	400,000
Source	General Fund - Unrestricted	General Fund - Unrestricted	General Fund - Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries 5 Counselors	1000-1999: Certificated Personnel Salaries 5 Counselors	1000-1999: Certificated Personnel Salaries 5 Counselors

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Continue to improve meals program. Maintain "from scratch" meals in the lunch program. Add additional scratch breakfast item to breakfast in classroom at elementary sites. Develop a five year strategic plan for sites with Chef Ann Foundation grant. Increase use of local produce. Investigate composting kitchen waste to use in school gardens. Collaborate with Boys and Girls Club to maintain after school garden club (Sprout Scouts). Implement a Harvest of the Month Event to help students eat seasonal produce and taste new food to develop healthy eating habits and combat childhood obesity. Involve students in the school garden harvest with taste tests and recipes developed by students for use on the lunch menu.	2. Continue to improve meals program. Maintain "from scratch" meals in the lunch program. Add additional scratch breakfast item to breakfast in classroom at elementary sites. Develop a five year strategic plan for sites with Chef Ann Foundation grant. Increase use of local produce. Investigate composting kitchen waste to use in school gardens. Collaborate with Boys and Girls Club to maintain after school garden club (Sprout Scouts). Implement a Harvest of the Month Event to help students eat seasonal produce and taste new food to develop healthy eating habits and combat childhood obesity. Involve students in the school garden harvest with taste tests and recipes developed by students for use on the lunch menu.	2. Continue to improve meals program. Maintain "from scratch" meals in the lunch program. Add additional scratch breakfast item to breakfast in classroom at elementary sites. Develop a five year strategic plan for sites with Chef Ann Foundation grant. Increase use of local produce. Investigate composting kitchen waste to use in school gardens. Collaborate with Boys and Girls Club to maintain after school garden club (Sprout Scouts). Implement a Harvest of the Month Event to help students eat seasonal produce and taste new food to develop healthy eating habits and combat childhood obesity. Involve students in the school garden harvest with taste tests and recipes developed by students for use on the lunch menu.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 100,000	Amount 100,000	Amount 100,000

Source	National School Lunch Program - Federal Funding	Source	National School Lunch Program - Federal Funding	Source	National School Lunch Program - Federal Funding
Budget Reference	2000-2999: Classified Personnel Salaries Nutrition Services Supervisor	Budget Reference	2000-2999: Classified Personnel Salaries Nutrition Services Supervisor	Budget Reference	2000-2999: Classified Personnel Salaries Nutrition Services Supervisor
Amount	7,000	Amount	7,000	Amount	7,000
Source	General Fund - Unrestricted	Source	General Fund - Unrestricted	Source	General Fund - Unrestricted
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Food Corp Services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Food Corp Services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Food Corp Services

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New	☒ Modified	☐ Unchanged	☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged

3. Safe school practices: Continue "closed campus" policy at all sites. All visitors/parents will register in the office and present identification before going on campus. For efficiency, electronic sign in and out will be implemented for parent and visitor convenience. District Safety committee will meet on a regular basis to monitor needs.	3. Safe school practices: Continue "closed campus" policy at all sites. All visitors/parents will register in the office and present identification before going on campus. For efficiency, electronic sign in and out will be implemented for parent and visitor convenience. District Safety committee will meet on a regular basis to monitor needs.	3. Safe school practices: Continue "closed campus" policy at all sites. All visitors/parents will register in the office and present identification before going on campus. For efficiency, electronic sign in and out will be implemented for parent and visitor convenience. District Safety committee will meet on a regular basis to monitor needs.

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Budget Reference — No additional costs	Budget Reference — No additional costs	Budget Reference — No additional costs

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services
☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4. District will partner with Operation School Bell to provide needy students with new school clothes, TK-5. Approximately 90 students will be served.	4. District will partner with Operation School Bell to provide needy students with new school clothes, TK-5. Approximately 90 students will be served.	4. District will partner with Operation School Bell to provide needy students with new school clothes, TK-5. Approximately 90 students will be served.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 500	Amount 500	Amount 500
Source General Fund - Unrestricted	Source General Fund - Unrestricted	Source General Fund - Unrestricted
Budget Reference 5000-5999: Services And Other Operating Expenditures Bus transportation	Budget Reference 5000-5999: Services And Other Operating Expenditures Bus transportation	Budget Reference 5000-5999: Services And Other Operating Expenditures Bus transportation

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5. Partner with Boys and Girls Club of Oxnard/Port Hueneme to provide an afterschool program at each school for approximately 300 students that includes academic enrichment and recreational activities. Includes teacher liaison at each site for alignment with regular day program.	5. Partner with Boys and Girls Club of Oxnard/Port Hueneme to provide an afterschool program at each school for approximately 300 students that includes academic enrichment and recreational activities. Includes teacher liaison at each site for alignment with regular day program.	5. Partner with Boys and Girls Club of Oxnard/Port Hueneme to provide an afterschool program at each school for approximately 300 students that includes academic enrichment and recreational activities. Includes teacher liaison at each site for alignment with regular day program.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	412,000	Amount	412,000	Amount	412,000
Source	Restricted Funds	Source	Restricted Funds	Source	Restricted Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures Contract with Boys and Girls Club to implement program	Budget Reference	5000-5999: Services And Other Operating Expenditures Contract with Boys and Girls Club to implement program	Budget Reference	5000-5999: Services And Other Operating Expenditures Contract with Boys and Girls Club to implement program

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
6. Incorporate enhancements to the Student Information system that will improve efficiency and facilitate early identification of chronic absentees.	6. Incorporate enhancements to the Student Information system that will improve efficiency and facilitate early identification of chronic absentees.	6. Incorporate enhancements to the Student Information system that will improve efficiency and facilitate early identification of chronic absentees.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Budget Reference	Budget Reference	Budget Reference
no additional costs	no additional costs	no additional costs

Action **7**

OR

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Budget Reference	Budget Reference	Budget Reference

Action **8**

OR

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Budget Reference	Budget Reference	Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 3	Goal 3 Provide a high quality learning environment that includes well maintained facilities, appropriate materials, and well-trained educators.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Facilities Maintenance Tool score (FIT) and staff interviews show that facilities are generally in good repair and condition and are regularly monitored and maintained. Some buildings are over 50 years old, and have limits to the types of upgrades and remodeling that can be done in an efficient and economical way. Appropriate instructional materials are provided to all pupils, but there is a need to continue to refine the materials to align them with common core standards, Next Generation Science Standards, and English Language Development standards. Teacher survey and observation show that teacher training for district 21st Century Vision has resulted in instruction that is more aligned with the vision and new standards, but support for continued improvement is an ongoing need.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Facilities Inspection Tool (FIT)	Facilities in good condition	Maintain facilities in good condition as measured by FIT results.	Maintain facilities in good condition as measured by FIT results.	Maintain facilities in good condition as measured by FIT results.
B. Implementation of state standards- Records of curriculum purchases and work on development and enhancement	NGSS aligned curriculum purchased K-8. CCS aligned math curriculum 6-8 purchased. CCS aligned 6-8 Language Arts curriculum has been created and implemented. K-5 math and language arts curriculum units have been developed and are being improved and modified. Designated and integrated ELD	Continue to refine and enhance the district curriculum	Continue to refine and enhance the district curriculum	Continue to refine and enhance the district curriculum

	lessons aligned with ELD standards are integrated to support content. Work on TK-8 Art and PE curriculum has started.			
C. Records of teacher assignment and credentials	100% compliance with teacher assignment and credentialing regulations	Maintain 100% compliance with teacher assignment and credentialing regulations	Maintain 100% compliance with teacher assignment and credentialing regulations	Maintain 100% compliance with teacher assignment and credentialing regulations
D.Course descriptions and enrollment records	K-8 students have access to and enrollment in a broad course of study.	Maintain K-8 access to and enrollment in a broad course of study.	Maintain K-8 access to and enrollment in a broad course of study.	Maintain K-8 access to and enrollment in a broad course of study.
E. Implementation of state standards- Records of professional development	A variety of professional development is provided to teachers to support learning related to Common Core standards in math, language arts, history social science, ELD, NGSS, the district vision for 21st century learning, GLAD, PE standards, technology integration, Visual and Performing Arts standards, and dual immersion/world language programs.	Continue to offer professional development and support to teachers	Continue to offer professional development and support to teachers	Continue to offer professional development and support to teachers
F. Implementation of state standards	Career Technical Education, not applicable			
G. Implementation of state standards- Health Education and Model School Library Standards	need to establish baseline, review implementation	provide professional development as needed	provide professional development as needed	provide professional development as needed

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐   All   ☐   Students with Disabilities   ☐   [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
1. Regularly inspect, monitor and repair grounds and facilities to provide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning. Install solar panels at Ocean View Junior High. Partner with Solar City to create learning opportunities for students to observe and study energy production and use from solar panels. Budget allocation to purchase solar energy from Solar City at $.108/kwh. Install additional refrigeration unit at Ocean View Junior High to facilitate increase in scratch cooking and fresh food options for students at both breakfast and lunch (budget allocation pending bid process for purchase of equipment).	1. Regularly inspect, monitor and repair grounds and facilities to provide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning. Investigate efficient heating upgrade alternatives and or HVAC options at the elementary sites. Apply for modernization funds from the State to replace aging portable classrooms. Apply for and continue to advocate for grant funds to replace diesel bus fleet with electric bus models. Investigate and develop a plan to help meet district vision and goals for environmental sustainability. (budget allocation pending investigation of options)	1. Regularly inspect, monitor and repair grounds and facilities to provide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning. Investigate efficient heating upgrade alternatives and or HVAC options at the elementary sites. Apply for modernization funds from the State to replace aging portable classrooms. Apply for and continue to advocate for grant funds to replace diesel bus fleet with electric bus models. Investigate and develop a plan to help meet district vision and goals for environmental sustainability. (budget allocation pending investigation of options)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	371,000	Amount		Amount	
Source	General Fund - Unrestricted	Source		Source	

Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	None at this time.	Budget Reference	None at this time.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Teachers will have the opportunity to participate in a variety of professional development activities, including workshops, demonstration lessons, collaborative planning, and the Observational Inquiry Model, to implement common core standards, Next Generation Science standards, ELD standards, Art and PE standards, GLAD strategies, and 21st century learning strategies, including technology integration strategies. This support includes implementation of all of the above in Dual Immersion and Transitional Bilingual Education settings. They will be supported by five district resource teachers. Elementary site resource teachers will also provide support. Support includes teacher compensation	2. Teachers will have the opportunity to participate in a variety of professional development activities, including workshops, demonstration lessons, collaborative planning, and the Observational Inquiry Model, to implement common core standards, Next Generation Science standards, ELD standards, Art and PE standards, GLAD strategies, and 21st century learning strategies, including technology integration strategies. This support includes implementation of all of the above in Dual Immersion and Transitional Bilingual Education settings. They will be supported by five district resource teachers. Elementary site resource teachers will also provide support. Support includes teacher compensation	2. Teachers will have the opportunity to participate in a variety of professional development activities, including workshops, demonstration lessons, collaborative planning, and the Observational Inquiry Model, to implement common core standards, Next Generation Science standards, ELD standards, Art and PE standards, GLAD strategies, and 21st century learning strategies, including technology integration strategies. This support includes implementation of all of the above in Dual Immersion and Transitional Bilingual Education settings. They will be supported by five district resource teachers. Elementary site resource teachers will also provide support. Support includes teacher compensation

for 5 pupil free staff development days. A peer coaching/lesson study model of teacher development and support will be implemented. This model- Observational Inquiry is designed to promote English Learner success and address issues of equity and the impact of poverty on student learning.

for 5 pupil free staff development days. A peer coaching/lesson study model of teacher development and support will be implemented. This model- Observational Inquiry is designed to promote English Learner success and address issues of equity and the impact of poverty on student learning.

for 5 pupil free staff development days. A peer coaching/lesson study model of teacher development and support will be implemented. This model- Observational Inquiry is designed to promote English Learner success and address issues of equity and the impact of poverty on student learning.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	100,000	Amount	100,000	Amount	100,000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Dual Immersion Resource Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries Dual Immersion Resource Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries Dual Immersion Resource Teacher
Amount	250,000	Amount	250,000	Amount	250,000
Source	General Fund - Unrestricted	Source	General Fund - Unrestricted	Source	General Fund - Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries 3 District Resource Teachers (Tech/Math, Art, PE)	Budget Reference	1000-1999: Certificated Personnel Salaries 3 District Resource Teachers (Tech/Math, Art, PE)	Budget Reference	1000-1999: Certificated Personnel Salaries 3 District Resource Teachers (Tech/Math, Art, PE)
Amount	40,000	Amount	40,000	Amount	40,000
Source	General Fund - Unrestricted	Source	General Fund - Unrestricted	Source	General Fund - Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher training days: substitute costs	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher training days: substitute costs	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher training days: substitute costs
Amount	350,000	Amount	350,000	Amount	350,000
Source	General Fund - Unrestricted	Source	General Fund - Unrestricted	Source	General Fund - Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries 5 Staff Development Days	Budget Reference	1000-1999: Certificated Personnel Salaries 5 Staff Development Days	Budget Reference	1000-1999: Certificated Personnel Salaries 5 Staff Development Days

Amount	120,000	Amount	120,000	Amount	120,000
Source	Title III	Source	Title III	Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries GLAD/ELD Resource Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries GLAD/ELD Resource Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries GLAD/ELD Resource Teacher
Amount	5,000	Amount	5,000	Amount	5,000
Source	Title III	Source	Title III	Source	Title III
Budget Reference	4000-4999: Books And Supplies Supplies to supplement and support GLAD implementation, ELD, and EL programs	Budget Reference	4000-4999: Books And Supplies Supplies to supplement and support GLAD implementation, ELD, and EL programs	Budget Reference	4000-4999: Books And Supplies Supplies to supplement and support GLAD implementation, ELD, and EL programs

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services
☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

3. Teacher teams will continue to work on refining curriculum units, either during release time, or extra time after school hours or when school is not in session. Focus will be on elementary math and integrated units, and 6-8 science.

3. Teacher teams will continue to work on refining curriculum units, either during release time, or extra time after school hours or when school is not in session. Focus will be on elementary math and integrated units, and 6-8 science.

3. Teacher teams will continue to work on refining curriculum units, either during release time, or extra time after school hours or when school is not in session. Focus will be on elementary math and integrated units, and 6-8 science.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	10,000	10,000	10,000
Source	General Fund - Unrestricted	General Fund - Unrestricted	General Fund - Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services
☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New	☒ Modified	☐ Unchanged	☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged

4. New teachers will be supported to complete an approved General Education/Special Education Induction program to clear their teaching credential. New teachers will be assigned an experienced teacher as a Mentor.	4. New teachers will be supported to complete an approved General Education/Special Education Induction program to clear their teaching credential. New teachers will be assigned an experienced teacher as a Mentor.	4. New teachers will be supported to complete an approved General Education/Special Education Induction program to clear their teaching credential. New teachers will be assigned an experienced teacher as a Mentor.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$50,000	Amount	$50,000	Amount	$50,000
Source	General Fund - Unrestricted	Source	General Fund - Unrestricted	Source	General Fund - Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures Support Provider and program costs	Budget Reference	5000-5999: Services And Other Operating Expenditures Support Provider and program costs	Budget Reference	5000-5999: Services And Other Operating Expenditures Support Provider and program costs

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

Goal 4	Goal 4 Increase parent involvement. Increase efforts to seek parent input and promote parental participation.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

Records indicate that there has been an increase in the number of parent involvement activities offered at the school sites and district wide. Parent governance and advisory councils have been maintained, but recruiting and retaining members on those committees is a challenge. Sites continue to need support for outreach to parents to participated in committees, workshops, and parent events.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Meeting records (agendas, minutes, sign- in sheets) of parent participation in advisory and governance committees	Each school site and the district has parent decision making councils to seek parent input in decision making. (School Site Council, English Learner Advisory Council. District English Learner Advisory Council and LCAP Advisory Councils) Parents of unduplicated students and parents of individuals with exceptional needs participate.	Maintain advisory and governance committees. Maintain or increase the number of parents participating in parent advisory and governance committees.	Maintain advisory and governance committees. Maintain or increase the number of parents participating in parent advisory and governance committees.	Maintain advisory and governance committees. Maintain or increase the number of parents participating in parent advisory and governance committees.
Meeting records (agendas, minutes, sign- in sheets) of parent activities	The district and school sites promote parental participation in programs for unduplicated students and programs for	Maintain or Increase the number of parent involvement activities and maintain or increase numbers of parents participating	Maintain or Increase the number of parent involvement activities and maintain or increase numbers of parents participating	Maintain or Increase the number of parent involvement activities and maintain or increase numbers of parents participating

	individuals with exceptional needs.They provide a variety of parent training and participation opportunities			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Provide a full time district bilingual Parent Engagement Coordinator to coordinate parent training opportunities, support school site efforts to increase parent participation, and support parent advisory committees.	1. Provide a full time district bilingual Parent Engagement Coordinator to coordinate parent training opportunities, support school site efforts to increase parent participation, and support parent advisory committees.	1. Provide a full time district bilingual Parent Engagement Coordinator to coordinate parent training opportunities, support school site efforts to increase parent participation, and support parent advisory committees.

BUDGETED EXPENDITURES

2017-18

Amount	67,000
Source	General Fund - Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries Parent Engagement Coordinator Salary and Benefits

2018-19

Amount	67,000
Source	General Fund - Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries Parent Engagement Coordinator Salary and Benefits

2019-20

Amount	67,000
Source	General Fund - Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries Parent Engagement Coordinator Salary and Benefits

Action **2**

OR

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Budget Reference	

Budget Reference	

Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $6,707,029   Percentage to Increase or Improve Services: 35.83%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Overview

Our percent of unduplicated pupils for 17-18 is 88.71%, and all sites exceed 55%, so we are expending funds districtwide. The districtwide services are the most effective use of the supplemental and concentration grant increase for unduplicated students in meeting the states priorities. Since these students are 88.71% of the school enrollment. they will benefit most from actions and services that improve the entire school and district program and related services which are designed to meet the 8 state priorities, and the district goals. These services are principally directed to and effective in meeting state priorities and local goals for unduplicated students.

Justification of use of funds in a districtwide manner:

English learner, low income students and foster youth will benefit from acquiring 21st century skills, having a safe learning environment where they feel engaged and connected, where they have high quality materials, well maintained facilities, well trained educators, and involved parents. The districtwide actions and services described in this plan support those goals. These students benefit from actions included in this plan such as Ipads, which most do not have at home, and from the modern infrastructure at the schools so that they have high quality access to internet and applications that is stable and fast. They benefit from comprehensive intervention programs to support and monitor students who are below grade level. This program is supported by supplementary teacher specialists and para professionals. The bilingual and dual immersion programs are researched based programs shown to be the most effective programs for closing the gaps for students of poverty and English Learners. Smaller class sizes and double periods of language arts and math are supplemental supports to benefit the target groups for these funds. The additional counselors and parent engagement coordinator will help support students and their parents get extra support and training. Teacher training, supported by our teacher trainers,(GLAD/ELD, Dual Immersion, will help the teachers provide a 21st century education with technology integration, proficiency in English and Spanish, skills in the Common Core standards, skills in communication, collaboration, critical thinking, and creativity which will prepare them for success in high school and beyond. These services go beyond base services, they supplement base services in order to serve the needs of unduplicated students.

Services and Programs used in a districtwide manner:

Ipad leases, upgraded technology infrastructure

Intervention Specialist Teachers and Assistants salary and benefits

Salary and Benefits for site resource teachers at elementary sites

Bilingual Teachers salary and benefits

Salary and Benefits for Teachers needed to reach target class size

Salary and Benefits for Teachers needed for double block periods

Salary and Benefits for Bilingual counselors

Salary and Benefits for Parent Engagement Coordinator

Salary and Benefits for Technology Integration teacher

Salary and Benefits for additional Instructional Assistants for TK, K and 1st grade classrooms

Salary and Benefits for Elementary PE teacher and district Art Teacher

Teacher training to support students to learn Language Arts Common Core Standards, Next Generation Science Standards and ELD Standards

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 *CCR* 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards for English Language Arts
      b. Mathematics – Common Core State Standards for Mathematics
      c. English Language Development
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;

C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?