

Introduction:

LEA: OAK PARK UNIFIED SCHOOL DISTRICT

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LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> • Email sent to all community stakeholders inviting participation in District LCAP development. • Throughout the year, in an ingrained cultural practice of involvement, District staff, parent, and community collaborate in standing meetings held throughout the year to identify educational goals and objectives. These include parent and student surveys, meetings of the Parent Teacher Organization (PTO) council, school site PTOs, Curriculum Council, Special Education Advisory Council, Gifted and Talented Education Advisory Council, as well as monthly meetings of school site staffs, school principals, and District Leadership Team. • January 19, 2016, LCAP presentation at School Board/Stakeholder meeting. • On February 25, 2016, the first meeting of the District’s LCAP Committee was held. The Committee is comprised of representatives from district advisory committees for English Language Learners (DELAC, ELAC), Special Education (SEAC), Parent Advisory Committee 	<p>Stakeholders asked that the District continue to respond to survey results concentrating on the top five priorities: (1) Authentic Learning; (2) Differentiation; (3) STEAM (Science, Technology, Engineering, Art, and Math); (4) Technology; (5) Project Based Learning.</p> <p>A parent survey was developed and administered February 2016 to gauge parents’ opinion on the importance of technology in meeting educational objectives, and preferences in the use of technology in the classroom. With 727 parents responding, data from the survey indicates the following:</p> <ul style="list-style-type: none"> • 70.7% of respondents felt that the District is doing an effective job in the implementation of computing

<p>(PAC), community members representing low income and foster youth. Also participating were district and site administrators, board members, employee unions Oak Park Teachers Association (OPTA), Oak Park Classified Association (OPCA), parent representatives from all school sites. Agenda items included overview of LCFF and LCAP requirements. 2015-16 Goals were reviewed and updated with current data analysis. Work accomplished included a draft of 2016-17, 2017-18, and 2018-19 preliminary goals. A student and parent survey was discussed and the committee asked administration to develop and administer a student and parent survey.</p> <ul style="list-style-type: none"> • In February 2016, a technology use survey was developed and administered to parents to determine current student technology use, both at home and at school, and to gauge parents' opinion on the importance of technology in meeting educational objectives, and preferences in the use of technology in the classroom. • Student and parent surveys were administered in the spring during the week of March 14th – March 18th 2016 • May 5, 2016 second LCAP Committee meeting – review of draft goals for 2018-19; representatives provided anecdotal feedback from their respective constituencies regarding survey and draft goals, Committee finalized goals for inclusion in LCAP • Draft LCAP Report made available on District website May 10, 2016; Superintendent provides responses within 7 days. • Draft LCAP report made available at School Board/Stakeholder meeting on May 17, 2016. • Public hearing for LCAP at board meeting on June 1, 2016. • LCAP adoption at board meeting on June 15, 2016. 	<p>technology.</p> <ul style="list-style-type: none"> • Responding to the importance of daily access to 1-to-1 computing devices, 38.5% of parents felt this is important in lower elementary grades, 63.5% for upper elementary grades, 83.3% in middle school, and 86.3% for high school. <p>Parent and student surveys were developed and administered in spring of 2015-16, with 681 parents and 1172 middle and high school students responding. Data from the surveys indicate the following:</p> <p>Student surveys indicate that students often or sometimes feel:</p> <ul style="list-style-type: none"> • They work in teams and collaborate with other students • Additional help is available when having difficulty in class • Technology is available to learn, practice, and collaborate • Classrooms were clean and well-maintained • They solve real-life problems as part of their classwork • They learn about a healthy life style • They learn about their role in protecting their environment <p>Parent surveys indicate:</p> <ul style="list-style-type: none"> • Authentic learning is an integral part of their child's learning experience • Technology is an essential component of their child's learning • Curriculum is appropriately differentiated • Their child's health and well-being are important considerations at school • Classrooms and schools are cleaned and well maintained • Environmental projects and activities are a part of their student's educational experience • Their child learns about their role in protecting their environment • Their child regularly works in teams to collaborate and solve real-world problems • The visual and performing arts are an integral part of their
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	<p>child's learning experience</p> <ul style="list-style-type: none"> • Extra curricular opportunities are available • Opportunities are available to be engaged in STEAM <p>Once the input of the LCAP Committee, various standing District and school site advisory committees, and results of the multiple surveys was quantified, four District goals were developed for 2016-17:</p> <ol style="list-style-type: none"> 1) Support high academic achievement for all students 2) Support and improve the health, safety, and well-being of all students 3) Support and Intervention for all students 4) Provide a high quality learning environment and well-maintained facilities that support learning and student health, safety, and well-being
<p>Annual Update:</p> <ul style="list-style-type: none"> • Email sent to all community stakeholders inviting participation in District LCAP development. • January 20, 2015, LCAP presentation at School Board/Stakeholder meeting. • On March 12, 2015, the first meeting of the District's LCAP Committee was held. The Committee is comprised of representatives from district advisory committees for English Language Learners (DELAC, ELAC), Special Education (SEAC), Parent Advisory Committee (PAC), community members representing low income and foster youth. Also participating were district and site administrators, board members, employee unions Oak Park Teachers Association (OPTA), Oak Park Classified Association (OPCA), parent representatives from all school sites. Agenda items included overview of LCFF and LCAP requirements. 2014-15 Goals were reviewed and updated with current data analysis. Work accomplished included a draft of 2015-16, 2016-17, and 2017-18 preliminary goals. A student survey was discussed and the committee asked administration to develop and administer a student survey. • Student survey will be administered in the spring during the Smarter Balanced assessments. (Dates tentatively set for week of May 4-8, 2015) • May 13, 2015 second LCAP Committee meeting – review of draft goals for 2017-18; representatives provided anecdotal feedback from their respective constituencies regarding survey and draft goals, Committee finalized goals for inclusion in LCAP • Draft LCAP Report made available on District website May 19, 2015; Superintendent provides responses within 7 days. 	<p>Annual Update:</p> <p>Once the committee input was quantified, four District goals were developed:</p> <ol style="list-style-type: none"> 1). Common Core Implementation 2). Student Health, Safety, and Well Being 3). Support and Intervention 4). Facilities that Support Learning <p>The decision of the committee was to defer the administration of a student survey until the following year.</p>

<ul style="list-style-type: none">• Draft LCAP report made available at School Board/Stakeholder meeting on May 19, 2015.• Public hearing for LCAP at board meeting on June 2, 2015.• LCAP adoption at board meeting on June 16, 2015.	
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schools/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?

GOAL:	GOAL 1: Support high academic achievement for all students.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Identified Need :	<u>1A</u> Rate teachers are assigned and credentialed appropriately for students they teach <u>1B</u> Student access to standards-aligned instructional materials <u>1C</u> Implementation of State Standards for all students, including English Learners (EL) <u>1D</u> Performance on standardized tests <u>1E</u> Score on Academic Performance Index (API) <u>1F</u> Share of students that are college and career ready <u>1G</u> Share of students that pass Advanced Placement (AP) exams with 3 or higher <u>1H</u> Share of students determined prepared for college by the Early Assessment Program (EAP) <u>1I</u> Teacher and student surveys <u>1J</u> State Standards implementation for unduplicated students	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	<u>1A</u> Improve rate teachers are assigned and credentialed appropriately for students they teach by additional .5% from 78.3% to 78.8%. <u>1B</u> Continue textbook adoptions in math, language arts, world languages, to support State Standards implementation <u>1C</u> Professional Development to support State Standards implementation <u>1D</u> Technology to align with Smarter Balance testing requirements; Typing Boot Camp <u>1E</u> NOT APPLICABLE <u>1F</u> Maintain percentage of high school graduates with UC/CSU required courses at 85.9% based on local data <u>1G</u> Maintain AP pass rate of students scoring 3 or higher at current level of 88% <u>1H</u> Early Assessment Program will be embedded in the California Assessment of Student Performance and Progress (CAASPP)	

1J Smaller class sizes for Discovery Kindergarten through Grade 2 (DK-2); and additional Instructional Aides to support authentic learning and differentiated instruction

1J Intervention for students and professional development for staff

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A <ul style="list-style-type: none"> • Human Resources (HR) audit to ensure teachers are appropriately credentialed and assigned • Williams Act review 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • (\$0)
1B <ul style="list-style-type: none"> • Adoption/purchase textbooks, instructional materials, and access devices <ul style="list-style-type: none"> • Elementary School – math, history/social science, and English language arts • Middle School - history/social science, and world languages • High School – history/social science, and world languages • Pilot science textbooks for all grade levels, K-12 • Pilot/adopt English language arts curriculum – 10 Chromebook carts each at the high school and middle school • iPad carts at all grade levels to implement student technology curriculum standards 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • Elementary (\$150,000 Textbooks, General Fund); Middle School (\$100,000, Textbooks General Fund, Restricted Lottery); High School (\$175,000 Textbooks, General Fund) • Chromebook carts (\$267,000 Textbooks, General Fund/Measure C6) • iPad carts (\$100,000 Measure C6)
1C	LEA-wide	<input checked="" type="checkbox"/> ALL	<ul style="list-style-type: none"> • Provide

<ul style="list-style-type: none"> • Provide professional development <ul style="list-style-type: none"> • Continue to provide professional development to teachers, instructional assistants, and administrators on State Standards aligned instruction and curriculum • Continue to implement the Critical Thinking training model to support the District’s goals of authentic learning, differentiation and project-based learning • Continue Teacher on Special Assignment (TOSA) in Science • Continue to provide NGSS training to all staff and administrators • Parent NGSS training 		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	professional development on State Standards aligned instruction and curriculum (\$80,000 Travel & Conference, General Fund) <ul style="list-style-type: none"> • Continue Critical Thinking training model (\$40,000 Professional Services, General Fund) • Science TOSA (\$100,000 Salary & Benefits, General Fund (Friends of Oak Park Education Foundation donation)) • Provide NGSS training (\$30,000 General Fund)
1D <ul style="list-style-type: none"> • Align District Technology with Smarter Balanced Assessment requirements <ul style="list-style-type: none"> • Typing Boot Camp • Continue to have 2 Teachers on Special Assignment (TOSA) in Technology to enhance District-wide 	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • Typing Boot Camp (\$4,500 Professional Services, General Fund) • Teachers on

<p>technology program and to support the District’s goals of authentic learning, differentiation and project-based learning</p> <ul style="list-style-type: none"> Continue to Implement District K-12 tech standards 			<p>Special Assignment (TOSA) in Technology (\$180,400 Salaries & Benefits, General Fund)</p> <ul style="list-style-type: none"> District tech standards (\$10,000 Salaries & Benefits, General Fund)
<p>1E</p> <ul style="list-style-type: none"> API not available 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> API not available
<p>1F</p> <ul style="list-style-type: none"> Extended learning time <ul style="list-style-type: none"> Maintain increased course offerings before school (zero period) Continue to offer 7th period support in all courses for all students Increase and improve Science, Technology, Engineering, Arts, Mathematics (STEAM) High School course offerings <ul style="list-style-type: none"> Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study Add career and technical education pathways programs (Ventura County Innovates [VCI]) 	<p>Oak Park Independent School, Oak View High School, and Oak Park High School, Medea Creek Middle School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Maintain course offerings before school (zero period) (\$34,000 Salaries & Benefits, General Fund) Continued 7th period support for all students (\$0) Continue additional sections in middle, high,

			<p>and alternative high schools (\$115,500 General Fund)</p> <ul style="list-style-type: none"> • Add career and technical education pathways programs (\$96,000 Salaries & Benefits, Materials & Supplies, Equipment, Travel & Conference, Restricted General Fund/ VCI, LCFF CTE)
<p>1G</p> <ul style="list-style-type: none"> • Maintain extended learning time <ul style="list-style-type: none"> • Maintain increased course offerings before school (zero period) • Continue to offer 7th period support in all courses for all students • Continue teacher release time <ul style="list-style-type: none"> • Cross-department meetings for planning and implementation of STEAM and other related curriculum • Increase use of technology in core course offerings <ul style="list-style-type: none"> • Continue to provide 16 Tech Lites • Pilot technology learning coach for elementary grade levels, 12 days 	<p>Oak Park Independent School and Oak Park High School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Continue course offerings before school (zero period) (Included with Goal 1F above) • Continue to offer 7th period support for all students (\$0) • Cross-department meetings to plan and implement STEAM and other related

			<ul style="list-style-type: none"> curriculum (\$4,800 Salaries & Benefits, General Fund) • Continue to provide 16 Tech Lites (\$32,000 Salaries & Benefits, General Fund) • Pilot technology learning coach (\$1,620 Salary & Benefits, General Fund)
<p>1H</p> <ul style="list-style-type: none"> • Early Assessment Program, now embedded in the California Assessment of Student Performance and Progress (CAASPP) will be administered 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • (\$0)
<p>1I</p> <ul style="list-style-type: none"> • District parents and students were surveyed in 2015-16, will not be surveyed in 2016-17 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • (\$0)
<p>1J</p> <ul style="list-style-type: none"> • For low income pupils: Continue small group math instruction to K-5 students during the school day using research-based intervention practices; augment middle school literacy support • For low income pupils: Continue literacy instruction to K-5 	LEA-wide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Provide math intervention (\$91,400 Salaries & Benefits, General Fund,

<p>students during the school day using research-based intervention practices</p> <ul style="list-style-type: none"> • For English learners: Ensure best practices for teaching English Language Development by providing training and support to staff • District will provide professional development to staff and administrators in strategies for the implementation of EL State Standards • For foster youth: Continue small group math instruction to K-5 students during the school day using research-based intervention practices • For foster youth: Continue literacy instruction to K-5 students during the school day using research-based intervention practices 			<p>LCFF Supplemental Grant and Restricted Title I)</p> <ul style="list-style-type: none"> • Provide literacy instructional assistants (\$144,700 Salaries & Benefits, General Fund, LCFF Supplemental Grant and Restricted Title I) • VCOE training for EL Aides (\$2,000 Travel & Conference, LCFF Supplemental Grant) • Continue professional development opportunities through VCOE (\$10,000 Travel & Conference, General Fund)
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p><u>1A</u> Improve rate teachers are assigned and credentialed appropriately for students they teach by additional .5%, from 78.8% to 79.3%. <u>1B</u> Textbook adoption (math, social science, world languages, language arts, health and science) to support State Standards implementation <u>1C</u> Professional Development to support State Standards implementation <u>1D</u> Technology to align with Smarter Balance testing requirements; Typing Boot Camp</p>
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- 1E NOT APPLICABLE
- 1F Maintain percentage of high school graduates with UC/CSU required courses at 85.9% based on local data
- 1G Maintain AP pass rate of students scoring 3 or higher at current level of 88%
- 1H Early Assessment Program will be embedded in the California Assessment of Student Performance and Progress (CAASPP)
- 1I Smaller class sizes for Discovery Kindergarten through Grade 3 (DK-3); and additional Instructional Aides to support authentic learning and differentiated instruction
- 1J Intervention for students and professional development for staff

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A <ul style="list-style-type: none"> • Human Resources (HR) audit to ensure teachers are appropriately credentialed and assigned • Williams Act review 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • (\$0)
1B <ul style="list-style-type: none"> • Adoption/purchase textbooks and instructional materials <ul style="list-style-type: none"> • Elementary School – math, history/social science, and English language arts • Middle School - history/social science, and world languages • High School –history/social science, and world languages • Pilot/adopt science textbooks for all grade levels, K-12 • Additional mobile computing devices to support curricular needs 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • Elementary (\$150,000 Textbooks, General Fund); Middle School (\$100,000, Textbooks General Fund, Restricted Lottery); High School (\$200,000 Textbooks, General Fund) • Additional mobile devices (\$150,000 Measure C6)
1C	LEA-wide	<input checked="" type="checkbox"/> ALL	<ul style="list-style-type: none"> • Provide

<ul style="list-style-type: none"> • Provide professional development <ul style="list-style-type: none"> • Continue to provide professional development to teachers, instructional assistants, and administrators on State Standards aligned instruction and curriculum • Continue to implement the Critical Thinking training model to support the District’s goals of authentic learning, differentiation and project-based learning • Continue Teacher on Special Assignment (TOSA) in Science • Continue to provide NGSS training to all staff and administrators • Parent NGSS training 		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>professional development on State Standards aligned instruction and curriculum (\$80,000 Travel & Conference, General Fund)</p> <ul style="list-style-type: none"> • Continue Critical Thinking training model (\$40,000 Professional Services, General Fund) • Science TOSA (\$100,000 Salary & Benefits, General Fund (Friends of Oak Park Education Foundation donation) • Provide NGSS training (\$30,000 General Fund)
<p>1D</p> <ul style="list-style-type: none"> • Align District Technology with Smarter Balanced Assessment requirements <ul style="list-style-type: none"> • Typing Boot Camp • Continue to have 2 Teachers on Special Assignment (TOSA) in Technology to enhance District-wide 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • Typing Boot Camp (\$4,500 Professional Services, General Fund) • Teachers on

<p>technology program and to support the District’s goals of authentic learning, differentiation and project-based learning</p> <ul style="list-style-type: none"> Implement District K-5 tech standards 			<p>Special Assignment (TOSA) in Technology (\$180,400 Salaries & Benefits, General Fund)</p> <ul style="list-style-type: none"> District tech standards (\$10,000 Salaries & Benefits, General Fund)
<p>1E</p> <ul style="list-style-type: none"> API not available 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> API not available
<p>1F</p> <ul style="list-style-type: none"> Extended learning time <ul style="list-style-type: none"> Maintain increased course offerings before school (zero period) Continue to offer 7th period support in all courses for all students Increase and improve Science, Technology, Engineering, Arts, Mathematics (STEAM) High School course offerings <ul style="list-style-type: none"> Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study If possible add and further develop existing career and technical education pathways programs (Ventura County Innovates [VCI]) 	<p>Oak Park Independent School, Oak View High School, and Oak Park High School, Medea Creek Middle School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Maintain course offerings before school (zero period) (\$34,000 Salaries & Benefits, General Fund) Continued 7th period support for all students (\$0) Continue additional sections in middle, high,

			<p>and alternative high schools (\$115,500 General Fund)</p> <ul style="list-style-type: none"> • Add career and technical education pathways programs (\$96,000 Salaries & Benefits, Materials & Supplies, Equipment, Travel & Conference, Restricted General Fund/ VCI, LCFF CTE)
<p>1G</p> <ul style="list-style-type: none"> • Maintain extended learning time <ul style="list-style-type: none"> • Maintain increased course offerings before school (zero period) • Continue to offer 7th period support in all courses for all students • Continue teacher release time <ul style="list-style-type: none"> • Cross-department meetings for planning and implementation of STEAM and other related curriculum • Increase use of technology in core course offerings <ul style="list-style-type: none"> • Continue to provide 16 Tech Lites • Continue technology learning coach for elementary grade levels, 12 days 	<p>Oak Park Independent School and Oak Park High School</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Continue course offerings before school (zero period) (Included with Goal 1F above) • Continue to offer 7th period support for all students (\$0) • Cross-department meetings to plan and implement STEAM and other related

			curriculum (\$4,800 Salaries & Benefits, General Fund) • Continue to provide 16 Tech Lites (\$32,000 Salaries & Benefits, General Fund) • Maintain technology learning coach (\$1,620 Salary & Benefits, General Fund)
1H • Early Assessment Program, now embedded in the California Assessment of Student Performance and Progress (CAASPP) will be administered	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• (\$0)
1I • Conduct a survey of parents and students to prioritize educational goals and District spending plan	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• (\$0)
1J • For low income pupils: Continue small group math instruction to K-5 students during the school day using research-based intervention practices • For low income pupils: Continue literacy instruction to K-5 students during the school day using research-based intervention practices	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• Provide math intervention (\$91,400 Salaries & Benefits, General Fund, LCFF)

- For English learners: Ensure best practices for teaching English Language Development by providing training and support to staff
- District will provide professional development to staff and administrators in strategies for the implementation of EL State Standards
- For foster youth: Continue small group math instruction to K-5 students during the school day using research-based intervention practices
- For foster youth: Continue literacy instruction to K-5 students during the school day using research-based intervention practices

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Supplemental Grant and Restricted Title I)

- Provide literacy instructional assistants (\$144,700 Salaries & Benefits, General Fund, LCFF Supplemental Grant and Restricted Title I)
- VCOE training for EL Aides (\$2,000 Travel & Conference, LCFF Supplemental Grant) Continue professional development opportunities through VCOE (\$10,000 Travel & Conference, General Fund)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- 1A Improve rate teachers are assigned and credentialed appropriately for students they teach by additional .5%, from 79.3% to 79.8%.
- 1B Textbook adoption (world languages, and health and science DK-12) to support State Standards implementation
- 1C Professional Development to support State Standards implementation
- 1D Technology to align with Smarter Balance testing requirements; Typing Boot Camp
- 1E Standardized State Assessment – If applicable

- 1F Maintain percentage of high school graduates with UC/CSU required courses at 85.9% based on local data
- 1G Maintain AP pass rate of students scoring 3 or higher at current level of 88%
- 1H Early Assessment Program will be embedded in the California Assessment of Student Performance and Progress (CAASPP)
- 1I Maintain smaller class sizes for Discovery Kindergarten through Grade 3 (DK-3); and additional Instructional Aides to support authentic learning and differentiated instruction
- 1J Intervention for students and professional development for staff

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A <ul style="list-style-type: none"> • Human Resources (HR) audit to ensure teachers are appropriately credentialed and assigned • Williams Act review 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • (\$0)
1B <ul style="list-style-type: none"> • Adoption/purchase textbooks and instructional materials <ul style="list-style-type: none"> • Elementary School – math, history/social science, and English language arts • Middle School - history/social science, and world languages • High School –history/social science, and world languages • Pilot/adopt science textbooks for all grade levels, K-12 • Additional mobile computing devices to support curricular needs 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • Elementary (\$150,000 Textbooks, General Fund); Middle School (\$100,000, Textbooks General Fund, Restricted Lottery); High School (\$200,000 Textbooks, General Fund) • Additional mobile devices (\$250,000 Measure C6)
1C <ul style="list-style-type: none"> • Provide professional development <ul style="list-style-type: none"> • Continue to provide professional development to teachers, instructional assistants, and administrators on 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	<ul style="list-style-type: none"> • Provide professional development on State

<p>State Standards-aligned instruction and curriculum</p> <ul style="list-style-type: none"> • Continue to implement the Critical Thinking training model to support the District’s goals of authentic learning, differentiation and project-based learning • Continue Teacher on Special Assignment (TOSA) in Science • Provide NGSS training to all staff and administrators 		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Standards-aligned instruction and curriculum (\$80,000 Travel & Conference, General Fund)</p> <ul style="list-style-type: none"> • Continue Critical Thinking training model (\$40,000 Professional Services, General Fund) • Science TOSA (\$100,000 Salary & Benefits, General Fund (Friends of Oak Park Education Foundation donation)) • Provide NGSS training (\$20,000 General Fund)
<p>1D</p> <ul style="list-style-type: none"> • Align District Technology with Smarter Balanced Assessment requirements <ul style="list-style-type: none"> • Typing Boot Camp • Continue to have 2 Teachers on Special Assignment (TOSA) in Technology to enhance District-wide technology program and to support the District’s goals of authentic learning, differentiation and project-based learning 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • Typing Boot Camp (\$4,500 Professional Services, General Fund) • Teachers on Special Assignment (TOSA) in Technology

<ul style="list-style-type: none"> Implement District K-5 tech standards 			(\$180,400 Salaries & Benefits, General Fund) <ul style="list-style-type: none"> District tech standards (\$10,000 Salaries & Benefits, General Fund)
1E <ul style="list-style-type: none"> API not available 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$0)
1F <ul style="list-style-type: none"> Extended learning time <ul style="list-style-type: none"> Maintain increased course offerings before school (zero period) Continue to offer 7th period support in all courses for all students Increase and improve Science, Technology, Engineering, Arts, Mathematics (STEAM) High School course offerings <ul style="list-style-type: none"> Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study If possible add and further develop existing career and technical education pathways programs (Ventura County Innovates [VCI]) 	Oak Park Independent School, Oak View High School, and Oak Park High School, Medea Creek Middle School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> Maintain course offerings before school (zero period) (\$34,000 Salaries & Benefits, General Fund) Continued 7th period support for all students (\$0) Continue additional sections in middle, high, and alternative high schools (\$115,500 General Fund)

			<ul style="list-style-type: none"> • Add career and technical education pathways programs (\$96,000 Salaries & Benefits, Materials & Supplies, Equipment, Travel & Conference, Restricted General Fund/ VCI, LCFF CTE)
<p>1G</p> <ul style="list-style-type: none"> • Maintain extended learning time <ul style="list-style-type: none"> • Maintain increased course offerings before school (zero period) • Continue to offer 7th period support in all courses for all students • Continue teacher release time <ul style="list-style-type: none"> • Cross-department meetings for planning and implementation of STEAM and other related curriculum • Increase use of technology in core course offerings <ul style="list-style-type: none"> • Continue to provide 16 Tech Lites • Continue technology learning coach for elementary grade levels, 12 days 	<p>Oak Park Independent School and Oak Park High School</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Continue course offerings before school (zero period) (Included with Goal 1F above) • Continue to offer 7th period support for all students (\$0) • Cross-department meetings to plan and implement STEAM and other related curriculum (\$4,800 Salaries & Benefits,

			<ul style="list-style-type: none"> General Fund) • Continue to provide 16 Tech Lites (\$32,000 Salaries & Benefits, General Fund) • Maintain technology learning coach (\$1,620 Salary & Benefits, General Fund)
<p>1H</p> <ul style="list-style-type: none"> • Early Assessment Program, now embedded in the California Assessment of Student Performance and Progress (CAASPP) will be administered 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • (\$0)
<p>1I</p> <ul style="list-style-type: none"> • District parents and students were surveyed in 2017-18, will not be surveyed in 2018-19 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • (\$0)
<p>1J</p> <ul style="list-style-type: none"> • For low income pupils: Continue small group math instruction to K-5 students during the school day using research-based intervention practices • For low income pupils: Continue literacy instruction to K-5 students during the school day using research-based intervention practices • For English learners: Ensure best practices for teaching English Language Development by providing training and support to staff • District will provide professional development to staff and 	LEA-wide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Provide math intervention (\$91,400 Salaries & Benefits, General Fund, LCFF Supplemental Grant and Restricted Title I)

<p>administrators in strategies for the implementation of EL State Standards</p> <ul style="list-style-type: none"> • For foster youth: Continue small group math instruction to K-5 students during the school day using research-based intervention practices • For foster youth: Continue literacy instruction to K-5 students during the school day using research-based intervention practices 			<ul style="list-style-type: none"> • Provide literacy instructional assistants (\$144,700 Salaries & Benefits, General Fund, LCFF Supplemental Grant and Restricted Title I) • VCOE training for EL Aides (\$2,000 Travel & Conference, LCFF Supplemental Grant) • Continue professional development opportunities through VCOE (\$10,000 Travel & Conference, General Fund)
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GOAL:	Goal 2: Support and Improve the Health, Safety, & Well Being of All Students	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Ensure Student Health, Safety, & Well Being <u>2A</u> Improve attendance ratio <u>2B</u> Reduce truancy rates <u>2C</u> Maintain high school graduation rate <u>2D</u> Maintain low student suspension rate <u>2E</u> Maintain low student expulsion rate <u>2F</u> Improve Safe and Health Kids Survey percentage of students in grades 7, 9, and 11 feeling connected to school <u>2G</u> Improve physical fitness scores in grades 5, 7, and 9; improve student access to music, arts, physical education and sports, health services, and nutritional support <u>2H</u> Maintain programs that support student health and well being
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<u>2A</u> Move toward historical attendance ratio of 97%, maintain 0% chronic absenteeism <u>2B</u> Reduce truancy rates by 0.5% from 18% to 17.5% <u>2C</u> Maintain high school graduation rate of 99.7% <u>2D</u> Maintain low student suspension rate of 1.5% or less <u>2E</u> Maintain historically low student expulsion rate of 0% <u>2F</u> Improve Safe and Healthy Kids Survey percentage of students in grades 7, 9, and 11 feeling connected to school by 1% (data not yet available) <u>2G</u> improve percentage by 2%, from 50% to 52%, of students in grades 5, 7, and 9 scoring 6 out of 6 on the physical fitness test; Improved student access to music, arts, physical education and sports, health services, and nutritional support <u>2H</u> Maintain programs through Challenge Success, and implement additional nutrition, sustainability and environmental literacy programs
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A • Continue to provide School Attendance Review Team (SART), a District-wide effort to improve attendance	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	• (\$0)

		__ Other Subgroups:(Specify) _____	
2B <ul style="list-style-type: none"> SART holds meetings with the student and parent to express the importance of attendance and punctuality 	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	• (\$0)
2C <ul style="list-style-type: none"> Support all students in meeting their academic and social/emotional needs <ul style="list-style-type: none"> Continue additional secondary counselor Continue additional course offerings as discussed in Goal 1F 	Oak Park High School, Oak View High School, Oak Park Independent School, Medea Creek Middle School	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	• Secondary Counselor (\$104,000 Salaries & Benefits, General Fund); Continue additional course offerings (refer to Goal 1F)
2D <ul style="list-style-type: none"> Maintain low suspension rate of 1.5% or less 	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	• (\$0)
2E <ul style="list-style-type: none"> Maintain historically low expulsion rate of 0% 	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	• (\$0)
2F <ul style="list-style-type: none"> Maintain the addition of two part-time aides to assist secondary counselors Continue Safe School Ambassadors Continue Peer Counselors 	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	• Clerical support for counselors at MCMS and OPHS (\$28,000 Salaries &

<ul style="list-style-type: none"> • Maintain Director of Student Nutrition and Wellness • Maintain District Nurse stipend • Maintain increased Child Nutrition staff 			<ul style="list-style-type: none"> • Benefits, General Fund) • Continued Safe School Ambassadors program (\$6,000 Salaries & Benefits, General Fund) • Continue Peer Counselor program (\$6,000 Salaries & Benefits, General Fund) • Director of Student Nutrition and Wellness (\$97,000 Salaries & Benefits, Cafeteria Fund) • District Nurse stipend (\$10,000 Salaries & Benefits, General Fund) • Child Nutrition staff (\$112,415 Salaries & Benefits, General Fund)
2G	LEA-wide	<u>X</u> ALL	• Credentialed PE

<ul style="list-style-type: none"> • Maintain additional 3 elementary PE teachers and 3 part-time aides to assist as PE coaches • Maintain music and art sections at the high school and middle school 		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	teachers and part-time instructional assistants (\$236,000 Salaries & Benefits, General Fund) Music and art sections (\$25,000 Materials & Supplies, General Fund)
2H <ul style="list-style-type: none"> • Maintain programs through Challenge Success • Continue to integrate environmental education into science and language arts curricula • Provide professional development to teaching and Child Nutrition Services staff • Sustain the EEAC support established at each of OPUSD school with parents, teachers, and students 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • Introduction of instruction and instructional materials into science and language arts (\$25,000, Books & Supplies, General Fund) • Staff development (\$50,000, Salaries & Benefits, Travel & Conference, General Fund, Community Sponsors)
LCAP Year 2: 2017-18			
Expected Annual Measurable	<u>2A</u> Move toward historical attendance ratio of 97%, maintain 0% chronic absenteeism <u>2B</u> Reduce truancy rates by 0.5% from 17.5% to 17.0%		

Outcomes:

- 2C Maintain high school graduation rate of 99.7%
- 2D Maintain low student suspension rate of 1.5% or less
- 2E Maintain historically low student expulsion rate of 0%
- 2F Improve Safe and Health Kids Survey percentage of students in grades 7, 9, and 11 feeling connected to school by 1% (assessment not given in 2016-17)
- 2G improve percentage by 1%, from 52% to 53%, of students in grades 5, 7, and 9 scoring 6 out of 6 on the physical fitness test; Improved student access to music, arts, physical education and sports, health services, and nutritional support
- 2H Maintain programs through Challenge Success, and implement additional nutrition, sustainability and environmental literacy programs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A <ul style="list-style-type: none"> • Continue to provide School Attendance Review Team (SART), a District-wide effort to improve attendance 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • (\$0)
2B <ul style="list-style-type: none"> • SART holds meetings with the student and parent to express the importance of attendance and punctuality 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • (\$0)
2C <ul style="list-style-type: none"> • Support all students in meeting their academic and social/emotional needs <ul style="list-style-type: none"> • Continue additional secondary counselor • Continue additional course offerings as discussed in Goal 1F 	Oak Park High School, Oak View High School, Oak Park Independent School, Medea Creek Middle School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • Secondary Counselor (\$104,000 Salaries & Benefits, General Fund); Continue additional course offerings (refer to Goal 1F)
2D	LEA-wide	<input checked="" type="checkbox"/> ALL	<ul style="list-style-type: none"> • (\$0)

<ul style="list-style-type: none"> Maintain low suspension rate of 1.5% or less 		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2E <ul style="list-style-type: none"> Maintain historically low expulsion rate of 0% 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$0)
2F <ul style="list-style-type: none"> Maintain the addition of two part-time aides to assist secondary counselors Continue Safe School Ambassadors Continue Peer Counselors Maintain Director of Student Nutrition and Wellness Maintain District Nurse stipend Maintain increased Child Nutrition staff 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> Clerical support for counselors at MCMS and OPHS (\$28,000 Salaries & Benefits, General Fund) Continued Safe School Ambassadors program (\$6,000 Salaries & Benefits, General Fund) Continue Peer Counselor program (\$6,000 Salaries& Benefits, General Fund) Director of Student Nutrition and Wellness (\$97,000)

			Salaries & Benefits, Cafeteria Fund) <ul style="list-style-type: none"> • District Nurse stipend (\$10,000 Salaries & Benefits, General Fund) • Child Nutrition staff (\$112,415 Salaries & Benefits, General Fund)
2G <ul style="list-style-type: none"> • Maintain additional 3 elementary PE teachers and 3 part-time aides to assist as PE coaches • Maintain music and art sections at the high school and middle school • Implement a comprehensive instrumental music program at the elementary level 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • Credentialed PE teachers and part-time instructional assistants (\$236,000 Salaries & Benefits, General Fund) • Music and art sections (\$25,000 Materials & Supplies, General Fund) • Elementary instrumental music (\$200,000 General Fund, Donations, Measure C6)
2H	LEA-wide	<input checked="" type="checkbox"/> ALL	<ul style="list-style-type: none"> • Introduction of

<ul style="list-style-type: none"> • Maintain programs through Challenge Success • Continue to integrate environmental education into science and language arts curricula • Provide professional development to teaching and Child Nutrition Services staff • Sustain the Environmental Education and Awareness Committee (EEAC) support established at each of OPUSD school with parents, teachers, and students 		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	instruction and instructional materials into science and language arts (\$25,000, Books & Supplies, General Fund) • Staff development (\$50,000, Salaries & Benefits, Travel & Conference, General Fund, Community Sponsors)
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p><u>2A</u> Move toward historical attendance ratio of 97%, maintain 0% chronic absenteeism</p> <p><u>2B</u> Reduce truancy rates by 0.5% from 17.0% to 16.5%</p> <p><u>2C</u> Maintain high school graduation rate of 99.7%</p> <p><u>2D</u> Maintain low student suspension rate of 1.5% or less</p> <p><u>2E</u> Maintain historically low student expulsion rate of 0%</p> <p><u>2F</u> Improve Safe and Healthy Kids Survey percentage of students in grades 7, 9, and 11 feeling connected to school by 1% (data not yet available)</p> <p><u>2G</u> improve percentage by 1%, from 53% to 54%, of students in grades 5, 7, and 9 scoring 6 out of 6 on the physical fitness test; Improved student access to music, arts, physical education and sports, health services, and nutritional support</p> <p><u>2H</u> Maintain programs through Challenge Success, and implement additional nutrition, sustainability and environmental literacy programs</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A <ul style="list-style-type: none"> • Continue to provide School Attendance Review Team (SART), a District-wide effort to improve attendance 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	• (\$0)

<p>2B</p> <ul style="list-style-type: none"> SART holds meetings with the student and parent to express the importance of attendance and punctuality 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • (\$0)
<p>2C</p> <ul style="list-style-type: none"> Support all students in meeting their academic and social/emotional needs <ul style="list-style-type: none"> Continue additional secondary counselor Continue additional course offerings as discussed in Goal 1F 	<p>Oak Park High School, Oak View High School, Oak Park Independent School, Medea Creek Middle School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • Secondary Counselor (\$104,000 Salaries & Benefits, General Fund); Continue additional course offerings (refer to Goal 1F)
<p>2D</p> <ul style="list-style-type: none"> Maintain low suspension rate of 1.5% or less 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • (\$0)
<p>2E</p> <ul style="list-style-type: none"> Maintain historically low expulsion rate of 0% 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • (\$0)
<p>2F</p> <ul style="list-style-type: none"> Maintain the addition of two part-time aides to assist secondary counselors Continue Safe School Ambassadors Continue Peer Counselors 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • Clerical support for counselors at MCMS and OPHS (\$28,000 Salaries &

<ul style="list-style-type: none"> • Maintain Director of Student Nutrition and Wellness • Maintain District Nurse stipend • Maintain increased Child Nutrition staff 			<ul style="list-style-type: none"> • Benefits, General Fund) • Continued Safe School Ambassadors program (\$6,000 Salaries & Benefits, General Fund) • Continue Peer Counselor program (\$6,000 Salaries & Benefits, General Fund) • Director of Student Nutrition and Wellness (\$97,000 Salaries & Benefits, Cafeteria Fund) • District Nurse stipend (\$10,000 Salaries & Benefits, General Fund) • Child Nutrition staff (\$112,415 Salaries & Benefits, General Fund)
<p>2G</p> <ul style="list-style-type: none"> • Maintain additional 3 elementary PE teachers and 3 part- 	LEA-wide	<p><u>X</u> ALL</p> <p>OR:</p>	<ul style="list-style-type: none"> • Credentialed PE teachers and

<p>time aides to assist as PE coaches</p> <ul style="list-style-type: none"> • Maintain music and art sections at the high school and middle school • Maintain a comprehensive instrumental music program at the elementary level 		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>part-time instructional assistants (\$236,000 Salaries & Benefits, General Fund)</p> <ul style="list-style-type: none"> • Music and art sections (\$25,000 Materials & Supplies, General Fund) • Elementary instrumental music (\$200,000 General Fund, Donations, Measure C6)
<p>2H</p> <ul style="list-style-type: none"> • Maintain programs through Challenge Success • Continue to integrate environmental education into science and language arts curricula • Provide professional development to teaching and Child Nutrition Services staff • Sustain the Environmental Education and Awareness Committee (EEAC) support established at each of OPUSD school with parents, teachers, and students 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • Continue instruction and instructional materials in science and language arts (\$25,000, Books & Supplies, General Fund) • Staff development (\$50,000, Salaries & Benefits, Travel & Conference, General Fund,

			Community Sponsors)
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GOAL:	GOAL 3: Provide support and intervention for all students	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	<u>3A</u> Efforts to seek parent input <u>3B</u> Promotion of parental participation <u>3C</u> Share of English Learners (ELs) that become English proficient <u>3D</u> English Learner reclassification rate <u>3E</u> Middle school dropout rate <u>3F</u> High school dropout rates <u>3G</u> Student access and enrollment in all required areas of study <u>3H</u> Other indicators of student performance in required areas of study. May include performance on other exams; DIBLES, SRI, end-of-course assessments
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<u>3A</u> LCAP survey priorities to focus on student educational goals <u>3B</u> Continue LCAP Committee meetings and increase attendance by diversified parent groups <u>3C</u> Maintain percentage of ELs that become English proficient at greater than 70% <u>3D</u> Maintain percentage of ELs that become reclassified at greater than 31% <u>3E</u> Maintain middle school dropout rate of 0% <u>3F</u> Maintain historical low percentage of high school dropout rate of 1.6% <u>3G</u> Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study <u>3H</u> Maintain current high level of student performance on other exams, including Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventory (SRI), Fast Bridge, and end-of-course assessments <u>3I</u> Intervention for low income, English learners, and foster youth
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A • District parents and students were surveyed in 2015-16, will not be surveyed in 2016-17	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• \$0

<p>3B</p> <ul style="list-style-type: none"> Implement plan to involve parents in various advisor committees 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> \$0
<p>3C</p> <ul style="list-style-type: none"> Maintain current staffing level and service provided to each school to address the academic and social needs of English Learners 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Included with Goal 1J (\$80,000 Salaries & Benefits, General Fund, Restricted Title I)
<p>3D</p> <ul style="list-style-type: none"> Provide additional instructional assistants to support EL aides during mandatory California English Language Development Test (CELDT) assessments 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$6,000 Salaries & Benefits, General Fund)
<p>3E</p> <ul style="list-style-type: none"> Maintain additional counselor and clerical support of high-risk students 	<p>Medea Creek Middle School</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$118,000 Salaries & Benefits, General Fund)
<p>3F</p> <ul style="list-style-type: none"> Continue to use additional secondary counselor to develop individual action plans for student at risk 	<p>Oak Park High School, Oak View High School, Oak Park Independent School</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$120,000 Salaries & Benefits, General Fund)

<p>3G</p> <ul style="list-style-type: none"> Implement third year of multiyear plan to reduce K-3 class size to 24:1 in grades DK-2 Maintain GATE programs Maintain additional technology integration and support 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> (\$189,000 Salaries & Benefits, General Fund) Maintain 2 Technology TOSAs (\$180,400 Salaries & Benefits, General Fund)
<p>3H</p> <ul style="list-style-type: none"> Maintain programs and opportunities including teachers on special assignment for technology and science, Critical Thinking training model, gifted and talented education programs to ensure the needs of all students are met 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> In addition to program costs accounted for in prior goals, additional \$20,000 from Travel & Conference, General Fund
<p>3I</p> <ul style="list-style-type: none"> Continue 1.0 FTE Behaviorist and 0.5 FTE Psychologist to provide mental health services and support for low income pupils, English learners and Foster Youth 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> (\$165,000 Salaries & Benefits, General Fund, LCFF Supplemental Grant)

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p><u>3A</u> LCAP survey priorities to focus on student educational goals</p> <p><u>3B</u> Continue LCAP Committee meetings and increase attendance by diversified parent groups</p> <p><u>3C</u> Maintain percentage of ELs that become English proficient at greater than 70%</p> <p><u>3D</u> Maintain percentage of ELs that become reclassified at greater than 31%</p> <p><u>3E</u> Maintain middle school dropout rate of 0%</p> <p><u>3F</u> Maintain historical low percentage of high school dropout rate of 1.6%</p> <p><u>3G</u> Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study</p> <p><u>3H</u> Maintain current high level of student performance on other exams, including Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventory (SRI), Fast Bridge, and end-of-course assessments</p> <p><u>3I</u> Intervention for low income, English learners, and foster youth</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A <ul style="list-style-type: none"> Conduct a survey of parents and students to prioritize educational goals and District spending plan 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> \$0
3B <ul style="list-style-type: none"> Implement plan to involve parents in various advisor committees 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> \$0
3C <ul style="list-style-type: none"> Maintain current staffing level and service provided to each school to address the academic and social needs of English Learners 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> Included with Goal 1J (\$80,000 Salaries & Benefits, General Fund, Restricted Title I)
3D <ul style="list-style-type: none"> Provide additional instructional assistants to support EL aides during mandatory California English Language Development Test (CELDT) assessments 	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$6,000 Salaries & Benefits, General Fund)
3E <ul style="list-style-type: none"> Maintain additional counselor and clerical support of high-risk students 	Medea Creek Middle School	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$118,000 Salaries & Benefits, General Fund)

<p>3F</p> <ul style="list-style-type: none"> Continue to use additional secondary counselor to develop individual action plans for student at risk 	<p>Oak Park High School, Oak View High School, Oak Park Independent School</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$120,000 Salaries & Benefits, General Fund)
<p>3G</p> <ul style="list-style-type: none"> Implement fourth and final year of multiyear plan to reduce K-3 class size to 24:1 in grades DK-3 Maintain GATE programs Maintain additional technology integration and support 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$189,000 Salaries & Benefits, General Fund) Maintain 2 Technology TOSAs (\$180,400 Salaries & Benefits, General Fund)
<p>3H</p> <ul style="list-style-type: none"> Maintain programs and opportunities including teachers on special assignment for technology and science, Critical Thinking training model, gifted and talented education programs to ensure the needs of all students are met 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> In addition to program costs accounted for in prior goals, additional \$20,000 from Travel & Conference, General Fund
<p>3I</p> <ul style="list-style-type: none"> Continue 1.0 FTE Behaviorist and 0.5 FTE Psychologist to provide mental health services and support for low income pupils, English learners and Foster Youth 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$165,000 Salaries & Benefits, General Fund, LCFF Supplemental Grant)
<p>LCAP Year 3: 2018-19</p>			

Expected Annual Measurable Outcomes:

- 3A LCAP survey priorities to focus on student educational goals
- 3B Continue LCAP Committee meetings and increase attendance by diversified parent groups
- 3C Maintain percentage of ELs that become English proficient at greater than 70%
- 3D Maintain percentage of ELs that become reclassified at greater than 31%
- 3E Maintain middle school dropout rate of 0%
- 3F Maintain historical low percentage of high school dropout rate of 1.6%
- 3G Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study
- 3H Maintain current high level of student performance on other exams, including Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventory (SRI), Fast Bridge, and end-of-course assessments
- 3I Intervention for low income, English learners, and foster youth

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A <ul style="list-style-type: none"> • District parents and students were surveyed in 2017-18, will not be surveyed in 2018-17 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• \$0
3B <ul style="list-style-type: none"> • Implement plan to involve parents in various advisor committees 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• \$0
3C <ul style="list-style-type: none"> • Maintain current staffing level and service provided to each school to address the academic and social needs of English Learners 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	• Included with Goal 1J (\$80,000 Salaries & Benefits, General Fund, Restricted Title I)
3D	LEA-wide	<input checked="" type="checkbox"/> ALL	• (\$6,000)

<ul style="list-style-type: none"> Provide additional instructional assistants to support EL aides during mandatory California English Language Development Test (CELDT) assessments 		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Salaries & Benefits, General Fund)
3E <ul style="list-style-type: none"> Maintain additional counselor and clerical support of high-risk students 	Medea Creek Middle School	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$118,000 Salaries & Benefits, General Fund)
3F <ul style="list-style-type: none"> Continue to use additional secondary counselor to develop individual action plans for student at risk 	Oak Park High School, Oak View High School, Oak Park Independent School	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$120,000 Salaries & Benefits, General Fund)
3G <ul style="list-style-type: none"> Maintain K-3 class size of 24:1 in grades DK-3 Maintain GATE programs Maintain additional technology integration and support 	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> (\$189,000 Salaries & Benefits, General Fund) Maintain 2 Technology TOSAs (\$180,400 Salaries & Benefits, General Fund)
3H <ul style="list-style-type: none"> Maintain programs and opportunities including teachers on special assignment for technology and science, Critical Thinking training model, gifted and talented education programs to ensure the needs of all students are met 	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> In addition to program costs accounted for in prior goals, additional \$20,000 from Travel & Conference, General Fund

<p>31</p> <ul style="list-style-type: none"> Continue 1.0 FTE Behaviorist and 0.5 FTE Psychologist to provide mental health services and support for low income pupils, English learners and Foster Youth 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> (\$165,000 Salaries & Benefits, General Fund, LCFF Supplemental Grant)
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GOAL:	GOAL 4: Provide a high quality learning environment and well-maintained facilities that support learning and student health, safety, and wellbeing	Related State and/or Local Priorities: 1x 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need:	4A Continue to maintain facilities in good repair 4B Update the Facility Master Plan and continue to score Good or Excellent on the Facility Inspection Tool (FIT)
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	4A Maintain the increased level of daily cleaning and routine and deferred maintenance 4B Continue renovation, and facility modernization, and improvement projects as specified in the OPUSD Facility Master Plan to ensure FIT score of Good or Excellent
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4A <ul style="list-style-type: none"> Maintain staffing in custodial, grounds and maintenance services to ensure clean, safe, and well-maintained schools Increase staff development/training sessions from 4 to 5 for custodial, grounds, and maintenance and staff pertaining to cleaning, safety, and effectiveness Develop 5-year Deferred Maintenance plan and increase Deferred Maintenance fund using one-time funds if available Results of the student and parent surveys will indicate that the facilities are clean and well maintained 	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> Maintain staffing in custodial, grounds and maintenance services (\$410,000 Salaries & Benefits, General Fund, Measure R Bond Fund) Five training sessions for custodial staff (\$20,000 Salaries & Benefits, General Fund) Increase Deferred Maintenance

			Fund one half of 1%, transfer General Fund/ Deferred Maintenance Fund)
<p>4B</p> <ul style="list-style-type: none"> Repair, renovate, and modernize facilities at all sites as outlined in the Board-approved Facilities Master Plan and other designated projects: <ul style="list-style-type: none"> BES - Install outdoor classroom in kindergarten (Phase 1) OHES - HVAC replacement, interior painting and carpet replacement, install outdoor classroom in preschool (Phase 1) ROES - HVAC replacement, interior painting and carpet replacement MCMS - roof replacement, HVAC replacement, interior painting and carpet replacement, install school garden (Phase 1) OPHS- roof replacement, HVAC replacement, interior painting and carpet replacement Implement selected facilities, technology, student safety, energy conservation and environmental needs identified by Oak Park Needs Assessment Committee in Board-approved plan as available funding permits Improvement and expansion of the District's wireless network and upgrade of network switch gear 	LEA Wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> Master Plan/ Needs Assessment Plan facilities projects (\$1,165,000 Other Operating, Building & Site Improvement Measure R, Proposition 39, General Fund) Non Measure R Projects (\$400,000 Other Operating, Building & Site Improvement General Fund, Donations) Network expansion and upgrades (\$465,000 Measure C6, Erate)

LCAP Year 2: 2017-18

Expected Annual Measurable

4A Maintain the increased level of daily cleaning and routine and deferred maintenance

4B Continue renovation, and facility modernization, and improvement projects as specified in the OPUSD Facility Master Plan to ensure FIT score of

Outcomes:		Good or Excellent	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4A</p> <ul style="list-style-type: none"> Maintain staffing in custodial, grounds and maintenance services to ensure clean, safe, and well-maintained schools Maintain 5 staff development/training sessions for custodial, grounds, and maintenance and staff pertaining to cleaning, safety, and effectiveness Update the 5-year Deferred Maintenance plan and increase Deferred Maintenance fund using one-time funds if available Parent and student surveys will be administered as part of the LCAP process 	LEA Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> Maintain staffing in custodial, grounds and maintenance services (\$410,000 Salaries & Benefits, General Fund, Measure R Bond Fund) Five training sessions for custodial staff (\$20,000 Salaries & Benefits, General Fund) Increase Deferred Maintenance Fund (one half of 1%, transfer General Fund/ Deferred Maintenance Fund)
<p>4B</p> <ul style="list-style-type: none"> Repair, renovate, and modernize facilities at all sites as outlined in the board-approved Facilities Master Plan and other designated projects as available funding permits: 	LEA Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<ul style="list-style-type: none"> Master Plan/ Needs Assessment Plan facilities projects

<ul style="list-style-type: none"> • BES - Install outdoor classroom in kindergarten (Phase 2) • OHES - HVAC replacement, interior painting and carpet replacement, install outdoor classroom in preschool (Phase 2) • ROES - HVAC replacement, interior painting and carpet replacement • MCMS - roof replacement, HVAC replacement, interior painting and carpet replacement, install school garden (Phase 2) • OPHS- roof replacement, HVAC replacement, interior painting and carpet replacement • Implement selected facilities, technology, student safety, energy conservation and environmental needs identified by Oak Park Needs Assessment Committee in Board-approved plan as available funding permits 		__Other Subgroups:(Specify) _____	(\$582,000 Other Operating, Building & Site Improvement Measure R, Proposition 39, General Fund) • Non Measure R Projects (\$400,000 Other Operating, Building & Site Improvement General Fund, Donations)
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	4A Maintain the increased level of daily cleaning and routine and deferred maintenance 4B Continue renovation, and facility modernization, and improvement projects as specified in the OPUSD Facility Master Plan to ensure FIT score of Good or Excellent
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4A <ul style="list-style-type: none"> • Maintain staffing in custodial, grounds and maintenance services to ensure clean, safe, and well-maintained schools • Maintain 5 staff development/training sessions for custodial, grounds, and maintenance and staff pertaining to cleaning, safety, and effectiveness • Update the 5-year Deferred Maintenance plan and increase Deferred Maintenance fund using one-time funds if available • Results of the LCAP parent and student surveys will inform facilities and maintenance improvements and upgrades 	LEA Wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	<ul style="list-style-type: none"> • Maintain staffing in custodial, grounds and maintenance services (\$410,000 Salaries & Benefits, General Fund, Measure R Bond Fund) • Five training sessions for

			<p>custodial staff (\$20,000 Salaries & Benefits, General Fund)</p> <ul style="list-style-type: none"> • Increase Deferred Maintenance Fund (one half of 1%, transfer General Fund/ Deferred Maintenance Fund)
<p>4B</p> <ul style="list-style-type: none"> • Repair, renovate, and modernize facilities at all sites as outlined in the board-approved Facilities Master Plan and other designated projects as available funding permits: <ul style="list-style-type: none"> • BES - interior painting and carpet replacement • OHES - HVAC replacement, interior painting and carpet replacement • ROES - HVAC replacement, interior painting and carpet replacement • MCMS - roof replacement, HVAC replacement, interior painting and carpet replacement • OPHS- roof replacement, HVAC replacement, interior painting and carpet replacement • OPIS- roof replacement, HVAC replacement, interior painting and carpet replacement • Implement selected facilities, technology, student safety, energy conservation and environmental needs identified by Oak Park Needs Assessment Committee in Board-approved plan as available funding permits 	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Master Plan/ Needs Assessment Plan facilities projects (\$582,000 Other Operating, Building & Site Improvement Measure R Bond Fund) • Non Measure R Projects (\$200,000 Other Operating, Building & Site Improvement General Fund, Donations)

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL from prior year LCAP:</p>	<p>GOAL 1: Common Core State Standards (CCSS) Support teachers in the full implementation of the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS)</p>	<p>Related State and/or Local Priorities: 1X 2X 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to: Schools: ALL Applicable Pupil Subgroups: ALL</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p><u>1A</u> Improve rate teachers are assigned and credentialed appropriately for students they teach by additional .5% <u>1B</u> Textbook adoption (math, language arts, history/social science, world languages) to support CCSS implementation <u>1C</u> Professional Development to support CCSS implementation; continue implementation of Next Generation Science Standards (NGSS) <u>1D</u> Technology to align with Smarter Balance testing requirements; Typing Boot Camp <u>1E</u> API NOT APPLICABLE <u>1F</u> Increase percentage of high school graduates with UC/CSU required courses from 83.2% to 84% <u>1G</u> Increase the percentage of students that pass Advanced Placement exams with 3 or higher by 5% <u>1H</u> Early Assessment Program will be embedded in the California Assessment of Student Performance and Progress (CAASPP) <u>1I</u> Smaller class sizes for Discovery Kindergarten through Grade 1 (DK-1); and additional Instructional Aides to support authentic learning and differentiated instruction <u>1J</u> Intervention for students and professional development for staff</p>	<p>Actual Annual Measurable Outcomes:</p>	<p><u>1A</u> Percentage of teachers appropriately credentialed and assigned declined by 0.6%, from 78.9% to 78.3% <u>1B</u> Adopted one-year math adoption DK-5, purchased language arts bridge materials for DK-5, piloted new math series for middle school grades 6-8, history/social science and world languages for grades 9-12 in support of State Standards implementation <u>1C</u> Three cohorts (89 teachers) attended 10-day Critical Thinking Institute/UCLA training; implementation of Next Generation Science Standards (NGSS) began with the Science Teacher-on-Special Assignment providing two trainings at each elementary school site; a two-day Full Option Science System (FOSS) training was provided to 3 teachers from each elementary school site; in August 2015 all elementary school teachers received training in the use of science notebooks; all middle school and high school science teachers received training in the use of science notebooks; all school site administrators and 20 teachers attended various state NGSS roll out trainings; in August 2015, 6 teachers attended the Columbia Reading & Writing Institute <u>1D</u> Technology was used to align with Smarter Balance testing requirements; 510 additional Chrome Books and 570 iPads were purchased for student access; Typing Boot Camp was provided at all three elementary sites for the full school year; an additional Technology Teacher on Special Assignment was hired in 2015-16 to enhance the District-wide technology program and to support the District's goals of authentic learning, differentiation and project-based learning <u>1E</u> API NOT APPLICABLE <u>1F</u> Increased percentage of high school graduates with UC/CSU required courses from 83.2% to 85.9% based on local data. <u>1G</u> Share of students who pass Advanced Placement exams with 3</p>

			<p>or higher declined by 1% to 89%</p> <p><u>1H</u> The Early Assessment Program is now embedded in the CAASPP, 95% of 11th graders participated, 76% were ready/conditionally ready in English language arts; and 51% were ready/conditionally ready in mathematics</p> <p><u>1I</u> Reduced class sizes for Discovery Kindergarten (Transitional Kindergarten), Kindergarten, and Grade 1 (DK-1) from 28 to 24; added instructional aides to support authentic learning and differentiated instruction</p> <p><u>1J</u> Provided intervention for students, including small group math and literacy instruction to K-5 students using research-based intervention practices; provided staff development to staff to ensure best practices for teaching English Language Development, and strategies for the implementation of EL State Standards</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services			
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
Goal 1A <ul style="list-style-type: none"> Human Resources (HR) audit to ensure teachers are appropriately credentialed and assigned Williams Act review 	•(\$0)	Goal 1A <ul style="list-style-type: none"> Human Resources (HR) conducted audit to ensure teachers are appropriately credentialed and assigned Conducted annual Williams Act review 	<ul style="list-style-type: none"> HR audits teacher and course assignments (\$0) Ensure all Special Education teachers have appropriate Autism certification (\$1,100 Travel & Conference General Fund) 		
Scope of service: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>LEA-wide</td> </tr> </table>	LEA-wide		Scope of service: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>LEA-wide</td> </tr> </table>	LEA-wide	
LEA-wide					
LEA-wide					
<u>X</u> ALL		<u>X</u> ALL			

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Goal 1B</p> <ul style="list-style-type: none"> Adoption/purchase textbooks and instructional materials <ul style="list-style-type: none"> Elementary School - math and English language arts Middle School - history/social science and world languages High School - lower level math, history/social science, and world languages 	<ul style="list-style-type: none"> Elementary (\$130,000 Textbooks, General Fund); Middle School (\$75,000, Textbooks General Fund, Restricted Lottery); High School (\$200,000 Textbooks, General Fund) 	<p>Goal 1B</p> <ul style="list-style-type: none"> Adoption/purchase textbooks and instructional materials <ul style="list-style-type: none"> Elementary School – purchased math materials and continued pilot of English language arts Middle School – pilot English language arts and math High School – purchased lower level math, history/social science, and world languages 	<ul style="list-style-type: none"> Purchase/pilot of Houghton Mifflin “Go Math” State Standards aligned Elementary math materials (\$64,100 Textbooks, General Fund, Restricted Lottery) Maintained State Standards-aligned Elementary English/language arts bridge materials (\$40,000 Materials & Supplies, General Fund) Piloted Houghton Mifflin and CPM State Standards-aligned Middle School math materials (\$0) Piloted Study Sync State Standards-

			<p>aligned Middle School ELA materials (\$0)</p> <ul style="list-style-type: none"> • Replacement of science and social science textbooks at the Middle School level (\$28,300 Textbooks, General Fund) • Adopted State Standards-aligned High School math materials in lower level math courses (\$129,400 Textbooks, General Fund) • Adopted State Standards-aligned High School history/social science materials (\$87,200 Textbooks, General Fund) • Adopted State Standards-aligned High School world languages materials (\$109,400
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				Textbooks, General Fund)
Scope of service:	LEA-wide	Scope of service:	LEA-wide	
<u>X</u> ALL		<u>X</u> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Goal 1C <ul style="list-style-type: none"> Provide professional development <ul style="list-style-type: none"> Continue to provide professional development to teachers, instructional assistants, and administrators on CCSS-aligned instruction and curriculum Continue to implement the Critical Thinking Institute/ UCLA training to support the District's goals of authentic learning, differentiation and project-based learning Continue Teacher on Special Assignment (TOSA) in Science Provide NGSS training to all staff and administrators Parent CCSS training 	<ul style="list-style-type: none"> Provide professional development on CCSS-aligned instruction and curriculum (\$115,000 Travel & Conference, General Fund) Continue Critical Thinking Institute/UCLA training (\$55,000 Professional Services, General Fund) Science TOSA (\$100,000 Salary & Benefits, General Fund (Friends of Oak Park Education Foundation donation) Provide NGSS 	Goal 1C <ul style="list-style-type: none"> Provided professional development <ul style="list-style-type: none"> Continued to provide professional development to teachers, instructional assistants, and administrators on State Standards-aligned instruction and curriculum Continued to implement the Critical Thinking Institute/ UCLA training to support the District's goals of authentic learning, differentiation and project-based learning Continued Teacher on Special Assignment (TOSA) in Science Provided NGSS training to all staff and administrators Provided parent State Standards training 	<ul style="list-style-type: none"> Provided professional development to teachers, instructional assistants, administrators, and parents on State Standards aligned instruction and curriculum (\$100,000 Professional Development, General Fund, LCFF Supplemental, Restricted CCSS) Continued implementation of the UCLA Critical Thinking Institute (\$40,506 Professional Services, General 	

		training (\$20,000 General Fund)		Fund) • Science TOSA (\$100,000 Salary & Benefits, General Fund (Friends of Oak Park Education Foundation donation)
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Goal 1D <ul style="list-style-type: none"> Align District Technology with Smarter Balanced Assessment requirements Purchase additional Chrome Books and iPads for student access Typing Boot Camp Continue to have Teacher on Special Assignment (TOSA) in Technology to enhance District-wide technology program and to support the District's goals of authentic learning, differentiation and project-based learning Develop and pilot District tech standards using pull-out staff Develop new student and staff Acceptable Use Policies (AUP) for technology 		<ul style="list-style-type: none"> Purchase additional Chrome Books and iPads for student access (\$70,000 Materials & Supplies, General Fund) Typing Boot Camp (\$4,500 Professional Services, General Fund) Teacher on Special Assignment (TOSA) in Technology (\$90,200 	Goal 1D <ul style="list-style-type: none"> Aligned District Technology with Smarter Balanced Assessment requirements Purchased additional Chrome Books (510) and iPads (570) for student access Provided Typing Boot Camp Continued Teacher on Special Assignment (TOSA) in Technology to enhance District-wide technology program and to support the District's goals of authentic learning, differentiation and project-based learning Developed and piloted District tech standards using pull-out staff Developed new student and staff Acceptable Use Policies (AUP) for technology 	<ul style="list-style-type: none"> Purchased additional Chrome Books and iPads for student access (\$679,000 Materials & Supplies, General Fund, Measure C6) Provided Typing Boot Camp (\$4,500 Professional Services, General Fund) Added Teacher on Special Assignment (TOSA) in

		Salaries & Benefits, General Fund) Pilot District tech standards (\$24,000 Salaries & Benefits, General Fund)		Technology (\$100,000 Salaries & Benefits, General Fund)
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Goal 1E		API not available	Goal 1E	API not available
<ul style="list-style-type: none"> API not available 			<ul style="list-style-type: none"> API not available 	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Goal 1F		<ul style="list-style-type: none"> Maintain course offerings before school (zero period) (\$34,000 Salaries & Benefits, General Fund) Continued 7th 	Goal 1F	<ul style="list-style-type: none"> Maintained increase in learning time with course offerings before school (zero period): honors biology at OPHS; math intervention at MCMS Continued to offer 7th period support in all courses for all students Increased and improved Science, Technology, Engineering, Arts, Mathematics (STEAM) High School
<ul style="list-style-type: none"> Extended learning time Maintain increased course offerings before school (zero period) Continue to offer 7th period support in all courses for all students Increase and improve Science, Technology, Engineering, Arts, Mathematics (STEAM) High School 			<ul style="list-style-type: none"> Maintained course offerings before school (zero period) (\$34,000 Salaries & Benefits, General Fund) 	

<p>course offerings</p> <ul style="list-style-type: none"> Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study Add career and technical education pathways programs (Ventura County Innovates [VCI], Verdugo Ventura Valley Pathways Initiative [VVVPI]) 	<p>period support for all students (\$0)</p> <ul style="list-style-type: none"> Continue additional sections in middle, high, and alternative high schools (\$115,500 General Fund) Add career and technical education pathways programs (\$96,000 Salaries & Benefits, Materials & Supplies, Equipment, Travel & Conference, Restricted General Fund/ VCI, VVVPI, LCFF CTE) 	<p>course offerings</p> <ul style="list-style-type: none"> Maintained additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study Added career and technical education pathways programs (Ventura County Innovates [VCI]) 	<ul style="list-style-type: none"> Continued 7th period support for all students (\$0) Continued additional sections in middle, high, and alternative high schools (\$115,500 General Fund) Added career and technical education pathways programs (\$96,000 Salaries & Benefits, Materials & Supplies, Equipment, Travel & Conference, Restricted General Fund/ VCI, LCFF CTE)
<p>Scope of service:</p>	<p>Oak Park Independent School, Oak View High School, and Oak Park High School</p>	<p>Scope of service:</p>	<p>Oak Park Independent School, Oak View High School, and Oak Park High School</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>Goal 1G</p> <ul style="list-style-type: none"> • Maintain extended learning time • Maintain increased course offerings before school (zero period) • Continue to offer 7th period support in all courses for all students • Continue teacher release time • Cross-department meetings for planning and implementation of STEAM and other related curriculum • Increase use of technology in core course offerings • Continue to provide 13 Tech Lites 	<ul style="list-style-type: none"> • Continue course offerings before school (zero period) (Included with Goal 1F above) • Continue to offer 7th period support for all students (\$0) • Cross-department meetings for planning and implementation of STEAM and other related curriculum (\$2,500 Salaries & Benefits, General Fund) Continue to provide 13 Tech Lites (\$24,000 Salaries & Benefits, General Fund) 	<p>Goal 1G</p> <ul style="list-style-type: none"> • Maintained extended learning time • Maintained increased course offerings before school (zero period) • Continued to offer 7th period support in all courses for all students • Continued teacher release time • Held cross-department meetings for planning and implementation of STEAM and other related curriculum • Increased use of technology in core course offerings • Increased number of Tech Lites from 13 to 16 	<ul style="list-style-type: none"> • Continued course offerings before school (zero period) (Included with Goal 1F above) • Continued to offer 7th period support for all students (\$0) • Cross-department meetings for planning and implementation of STEAM and other related curriculum (\$2,500 Salaries & Benefits, General Fund) • Provided 16 Tech Lites (\$32,000 Salaries & Benefits, General Fund)
<p>Scope of service:</p>	<p>Oak Park Independent School and Oak Park High School</p>	<p>Scope of service:</p>	<p>Oak Park Independent School and Oak Park High School</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

Goal 1H		(\$0)	Goal 1H		(\$0)
<ul style="list-style-type: none"> Early Assessment Program will be embedded in the California Assessment of Student Performance and Progress (CAASPP) 			<ul style="list-style-type: none"> Early Assessment Program is now embedded in the California Assessment of Student Performance and Progress (CAASPP), and was taken by 95% of 11th grade students 		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Goal 1I		(\$0)	Goal 1I		(\$0)
<ul style="list-style-type: none"> Survey a sample of District students to prioritize educational goals and District spending plan; District staff was surveyed in 2014-15, will not be surveyed in 2015-16 			<ul style="list-style-type: none"> District parents and students were surveyed in 2015-16, with responses from 681 parents and 1172 students 		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Goal 1J			Goal 1J		
<ul style="list-style-type: none"> For low income pupils: Continue small group math instruction to K-5 students during the school day using research-based intervention practices For low income pupils: Continue literacy instruction to K-5 students during the school day using research-based intervention practices For English learners: Ensure best practices for teaching 	<ul style="list-style-type: none"> Provide math intervention (\$91,400 Salaries & Benefits, General Fund, LCFF Supplemental Grant and Restricted Title I) 		<ul style="list-style-type: none"> For low income pupils: Provided small group math instruction to K-5 students during the school day using research-based intervention practices For low income pupils: Provided literacy instruction to K-5 students during the school day using research-based intervention practices For English learners: Ensured best practices for teaching English Language Development by providing training and 	<ul style="list-style-type: none"> Provided math intervention instructional assistants (\$91,400, Salary & Benefits, General Fund LCFF Supplemental, 	

<p>English Language Development by providing training and support to staff</p> <ul style="list-style-type: none"> • District will provide professional development to staff and administrators in strategies for the implementation of EL CCSS • For foster youth: Continue small group math instruction to K-5 students during the school day using research-based intervention practices • For foster youth: Continue literacy instruction to K-5 students during the school day using research-based intervention practices 	<ul style="list-style-type: none"> • Provide literacy instructional assistants (\$144,700 Salaries & Benefits, General Fund, LCFF Supplemental Grant and Restricted Title I) • VCOE training for EL Aides (\$2,000 Travel & Conference, LCFF Supplemental Grant) <p>Continue professional development opportunities through VCOE (\$10,000 Travel & Conference, General Fund)</p>	<p>support to staff</p> <ul style="list-style-type: none"> • District provided professional development to staff and administrators in strategies for the implementation of EL State Standards • For foster youth: Provided small group math instruction to K-5 students during the school day using research-based intervention practices • For foster youth: Provided literacy instruction to K-5 students during the school day using research-based intervention practices 	<p>Restricted Title I)</p> <ul style="list-style-type: none"> • Provided literacy instructional assistants (\$144,700, Salary & Benefits, General Fund LCFF Supplemental, Restricted Title I) • VCOE training for EL Aides (\$1,275 Salary & Benefits, General Fund LCFF Supplemental Grant) • Provided professional development opportunities through VCOE for the implementation of EL State Standards (Included with Goal 1C above) • Provided math intervention instructional assistants to support a math intervention program (Included with low income, Goal 1 above)
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			<ul style="list-style-type: none"> • Provided literacy instructional assistants to support a literacy intervention program (Included with low income, Goal 1 above) • Encouraged participation in Advisory Groups, participation in County programs that support low income families and participation in parent support group through elementary counselor (\$2,000 Materials & Supplies, General Fund) • Established District Interpreter services for IEP meetings and to provide service during district-wide parent meetings (\$0 Salary & Benefits, General Fund LCFF Supplemental Grant)
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Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ ALL			__ ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • We continue to be pleased with academic achievement across all grade levels. We know that students are engaging in authentic learning experiences based on the results of our surveys and that the use of tech is being infused into all curricular areas. Based on survey and assessment results the Board has decided to accelerate the acquisition of tablets to provide greater student access engaging educational technology. • Several long term substitutes at the middle school were credentialed but did not hold the subject matter credential for history/social science, decreasing the overall percentage of appropriately credentialed teachers. We will increase efforts to recruit and increase the number of appropriately credentialed substitute teachers. 			

Original GOAL from prior year LCAP:	GOAL 2: Student Health, Safety, & Well Being	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
	Support and Improve the Health, Safety, & Well Being of All Students Support School Sustainability, Healthy Learning Environments, and Environmental Literacy for All Students	

Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	<u>2A</u> Move toward historical attendance ratio of 97% <u>2B</u> Reduce truancy rates by 0.5% from 17.6% to 17.1% <u>2C</u> Maintain high school graduation rate of 98.7% <u>2D</u> Maintain low student suspension rate of 1.5% or less <u>2E</u> Maintain historically low student expulsion rate of 0% <u>2F</u> Improve Safe and Healthy Kids Survey percentage of students in grades 7, 9, and 11 feeling connected to school by 1% <u>2G</u> improved percentage by 2% students in grades 5, 7, and 9 scoring 6 out of 6 on the physical fitness test; Improved student access to music, arts, physical education and sports, health services, and nutritional support <u>2H</u> Maintain programs through Challenge Success, and implement additional nutrition, sustainability and environmental literacy programs <u>2I</u> Student health, safety, and well being of unduplicated students	Actual Annual Measurable Outcomes:	<u>2A</u> Maintained current attendance ratio of 96.5% <u>2B</u> Truancy rates increased by 0.4% from 17.6% to 18.0% <u>2C</u> High school graduation rate increased by 1.0%, from 98.7% to 99.7% <u>2D</u> Student suspension rate decreased by 0.7%, from 1.5% to 0.8% <u>2E</u> Maintained historically low student expulsion rate of 0% <u>2F</u> S&HKS percentage of students feeling connected to school: (data not currently available) <u>2G</u> Percentage of students scoring 6 out of 6 on the physical fitness test decreased by 3.1 in grade 5 (52.8% to 49.7%), increased by 2% in grade 7 (32.8 to 35.1), and decreased by 7.7% in grade 9 (69% to 61.3%); Improved student access to music and arts by the addition of sections at the middle school and high school; series of trainings for parents on anxiety and depression <u>2H</u> Maintained programs through Challenge Success, and implemented additional nutrition, sustainability and environmental literacy programs <u>2I</u> Improved services student health, safety, and well being of unduplicated students
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Goal 2A <ul style="list-style-type: none"> Continue to provide School Attendance Review Team (SART), a District-wide effort to improve attendance 	• (\$0)	Goal 2A <ul style="list-style-type: none"> Continued School Attendance Review Team (SART), a District-wide effort to improve attendance 	• Reinstated SART (\$0)

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Goal 2B <ul style="list-style-type: none"> SART holds meetings with the student and parent to express the importance of attendance and punctuality 	(\$0)		Goal 2B <ul style="list-style-type: none"> SART held meetings with the student and parent to express the importance of attendance and punctuality 	• (\$0)	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Goal 2C <ul style="list-style-type: none"> Support all students in meeting their academic and social/emotional needs Additional secondary counselor Continue additional course offerings as discussed in Goal 1F 	Secondary Counselor (\$104,000 Salaries & Benefits, General Fund); Continue additional course offerings (refer to Goal 1F)		Goal 2C <ul style="list-style-type: none"> Added 1.0 FTE secondary counselor Continued additional course offerings as discussed in Goal 1F 	• Secondary Counselor (\$104,000 Salaries & Benefits, General Fund); Continue additional course offerings (refer to Goal 1F)	
Scope of service:	Oak Park High School, Oak View High School, Oak Park Independent School		Scope of service:	Oak Park High School, Oak View High School, Oak Park Independent School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR:			OR:		

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Goal 2D <ul style="list-style-type: none"> Maintain low suspension rate of 1.5% or less 		(\$0)	Goal 2D <ul style="list-style-type: none"> Student suspension rate decreased by 0.7%, from 1.5% to 0.8% 		• (\$0)
Scope of service: LEA-wide			Scope of service: LEA-wide		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Goal 2E <ul style="list-style-type: none"> Maintain historically low expulsion rate of 0% 		• (\$0)	Goal 2E <ul style="list-style-type: none"> Maintained historically low student expulsion rate of 0% 		• Maintained historically low expulsion rate (\$0)
Scope of service: LEA-wide			Scope of service: LEA-wide		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Goal 2F <ul style="list-style-type: none"> Maintain the addition of two part-time aides to assist secondary counselors Continue Safe School Ambassadors Continue Peer Counselors Maintain Director of Student Nutrition and Wellness Addition of District Nurse stipend Additional Child Nutrition staff 		<ul style="list-style-type: none"> Clerical support for counselors at MCMS and OPHS (\$28,000 Salaries & Benefits, General Fund) Continued Safe 	Goal 2F <ul style="list-style-type: none"> Maintained the addition of two part-time aides to assist secondary counselors Continued Safe School Ambassadors Continued Peer Counselors Maintained Director of Student Nutrition and Wellness Added District Nurse stipend Added Child Nutrition staff 		<ul style="list-style-type: none"> Maintained Clerical support for counselors at MCMS and OPHS (\$28,000 Salaries & Benefits, General Fund) Continued Safe

	<p>School Ambassadors program (\$6,000 Salaries & Benefits, General Fund)</p> <ul style="list-style-type: none"> • Continue Peer Counselor program (\$6,000 Salaries & Benefits, General Fund) • Director of Student Nutrition and Wellness (\$97,000 Salaries & Benefits, Cafeteria Fund) • District Nurse stipend (\$10,000 Salaries & Benefits, General Fund) • Child Nutrition staff (\$112,415 Salaries & Benefits, General Fund) 		<p>School Ambassadors program (\$6,000 Salaries & Benefits, General Fund)</p> <ul style="list-style-type: none"> • Continued Peer Counselor program (\$6,000 Salaries & Benefits, General Fund) • Maintained Director of Student Nutrition and Wellness (\$97,000 Salaries & Benefits, Cafeteria Fund) • Continued District Nurse stipend (\$10,000 Salaries & Benefits, General Fund) • Maintained Child Nutrition staff (\$112,415 Salaries & Benefits, General Fund)
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Goal 2G <ul style="list-style-type: none"> Maintain additional 3 elementary PE teachers and 3 part-time aides to assist as PE coaches Addition of outdoor classrooms, OPNS & BES 		<ul style="list-style-type: none"> Credentialed PE teachers and part-time instructional assistants (\$236,000 Salaries & Benefits, General Fund) Phase 2 outdoor classrooms (\$150,000 Capital Outlay, General Fund) 	Goal 2G <ul style="list-style-type: none"> Maintained additional 3 elementary PE teachers and 3 part-time aides to assist as PE coaches Design and installation of outdoor classrooms for OPNS & BES in progress 		<ul style="list-style-type: none"> Credentialed PE teachers and part-time instructional assistants (\$236,000 Salaries & Benefits, General Fund) Phase 2 outdoor classrooms (\$150,000 Capital Outlay, General Fund)
Scope of service:	Elementary School Sites		Scope of service:	Elementary School Sites	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Goal 2H <ul style="list-style-type: none"> Maintain programs through Challenge Success Continue to integrate environmental education into science and language arts curricula Provide professional development to teaching and Child Nutrition Services staff TOSA for nutrition and sustainability 		<ul style="list-style-type: none"> TOSA for nutrition/ sustainability (\$100,000 Salaries & Benefits, General Fund) 	Goal 2H <ul style="list-style-type: none"> Maintained programs through Challenge Success Continued to integrate environmental education into science and language arts curricula Provided professional development to teaching and Child Nutrition Services staff Hired a nutrition and sustainability consultant to develop and implement school gardens and associated curriculum 		<ul style="list-style-type: none"> Consultant for nutrition/ sustainability (\$50,000 Salaries & Benefits, General Fund)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	

<u> </u> ALL		<u> </u> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	

<p>Goal 2I</p> <ul style="list-style-type: none"> For low income pupils: Partner with parents to support their children’s education through collaborative connections, referrals, and parent education For English learners: Address the specific communication and support needs for families of English learners For foster youth: Appoint senior staff member as liaison to work with students and their families. 	<ul style="list-style-type: none"> Participation in Advisory Groups (\$0), County programs and parent support groups through elementary counselor (\$1,500 Materials & Supplies, LCFF Supplemental Grant). District Interpreter services (\$2,000 Salaries & Benefits, LCFF Supplemental Grant) 	<p>Goal 2I</p> <ul style="list-style-type: none"> For low income pupils: Partnered with parents to support their children’s education through collaborative connections, referrals, and parent education For English learners: Addressed the specific communication and support needs for families of English learners For foster youth: Appointed the Assistant Superintendent, HR/Curriculum, as liaison to work with students and their families. 	<ul style="list-style-type: none"> Participation in Advisory Groups (\$0), County programs and parent support groups through elementary counselor (\$1,500 Materials & Supplies, LCFF Supplemental Grant). District interpreter services (\$2,000 Salaries & Benefits, LCFF Supplemental Grant)
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Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u> </u> ALL			<u> </u> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

- Goal 2G addition of outdoor classrooms and related equipment is underway, now planned in phases. The original budget estimate for the total project has been increased to \$150,000. Construction plans are complete and Phase 1 construction is planned for summer 2016. Phase 2 will begin in 2017-18.
- Student safety and well-being are at the core of all the district's programs and are key in the planning process for the next three years and beyond.

Original GOAL from prior year LCAP:	GOAL 3: Support and intervention for all students Provide programs and opportunities that ensure the needs of all students are met	Related State and/or Local Priorities: 1__ 2__ 3__ X 4__ X 5__ X 6__ 7__ X 8X COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<p><u>3A</u> LCAP survey priorities to focus on student educational goals</p> <p><u>3B</u> Continue LCAP Committee meetings and input from diversified parent groups</p> <p><u>3C</u> Maintain percentage of ELs that become English proficient at 70%</p> <p><u>3D</u> Maintain percentage of ELs that become reclassified at 31%</p> <p><u>3E</u> Maintain rate of 0%</p> <p><u>3F</u> Maintain historical low percentage of high school dropout rate of 1.6%</p> <p><u>3G</u> Maintain additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study</p> <p><u>3H</u> Maintain current high level of student performance on other exams, including Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventory (SRI), and end-of-course assessments</p> <p><u>3I</u> Intervention for low income, English learners, and foster youth</p>	Actual Annual Measurable Outcomes:	<p><u>3A</u> Provided LCAP survey of District parents and students to focus on student educational priorities (refer to Section 1: Stakeholder Engagement above)</p> <p><u>3B</u> Continued LCAP Committee meetings and input from diversified parent groups (refer to Section 1: Stakeholder Engagement above)</p> <p><u>3C</u> Increased the percentage of ELs that became English proficient by 5%, growing from 77% to 82%</p> <p><u>3D</u> Increased percentage of ELs that become reclassified by 4%, growing from 31% to 35%</p> <p><u>3E</u> Maintained middle school drop out rate of 0%</p> <p><u>3F</u> Data not yet available</p> <p><u>3G</u> Maintained additional sections added in middle school (2.5 sections), high school (3 sections), and alternative high school (3 sections) to provide student access and enrollment in all required areas of study</p> <p><u>3H</u> Student performance on the following exams: students at low risk as indicated by the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) decreased from 91% to 88%; for Scholastic Reading Inventory (SRI), the level of students reading at or above grade level decreased from 93% to 88%</p> <p><u>3I</u> Improved Intervention services for low income, English learners, and foster youth by increasing certificated Behaviorist support from 0.5 FTE to 1.0 FTE, and by continued support of 0.5 FTE Psychologist to provide mental health services and support</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual

					Expenditures
Goal 3A <ul style="list-style-type: none"> Survey all District students to prioritize educational goals and District spending plan 		\$0	Goal 3A <ul style="list-style-type: none"> District parents and students were surveyed in 2015-16, with responses from 681 parents and 1172 students 		•\$0
Scope of service: LEA-wide			Scope of service: LEA-wide		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Goal 3B <ul style="list-style-type: none"> Implement plan to involve parents in various advisor committees 		\$0	Goal 3B <ul style="list-style-type: none"> Reached out to parent groups for support with various committees, including District Level English Learner Advisory Committee (DELAC), Local Control Accountability Plan Committee (LCAP), and the Oak Park Needs Assessment Committee (OPNAC) 		\$0
Scope of service: LEA-wide			Scope of service: LEA-wide		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Goal 3C <ul style="list-style-type: none"> Maintain current staffing level and service provided to each school to address the academic and social needs of English Learners 		<ul style="list-style-type: none"> Included with Goal 1J (\$80,000 Salaries & Benefits, General Fund, Restricted Title I) 	Goal 3C <ul style="list-style-type: none"> Maintained current staffing level and service provided to each school to address the academic and social needs of English Learners 		<ul style="list-style-type: none"> Maintained current staffing level and service provided to English Learners (Included in Goal 1 above (\$82,500 Salary &

			Benefits, Restricted General Fund))
Scope of service:	LEA-wide		
<input checked="" type="checkbox"/> ALL		Scope of service:	LEA-wide
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Goal 3D <ul style="list-style-type: none"> Provide additional instructional assistants to support EL aides during mandatory California English Language Development Test (CELDT) assessments 	<ul style="list-style-type: none"> (\$6,000 Salaries & Benefits, General Fund) 	Goal 3D <ul style="list-style-type: none"> Provided additional instructional assistants to support EL aides during mandatory California English Language Development Test (CELDT) assessments 	<ul style="list-style-type: none"> Provided six temporary aides to assist EL instructional assistants in the administration of the CELDT (\$6,000 Salary & Benefits, General Fund)
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Goal 3E <ul style="list-style-type: none"> Maintain additional counselor and clerical support of high-risk students 	<ul style="list-style-type: none"> (\$118,000 Salaries & Benefits, General Fund) 	Goal 3E <ul style="list-style-type: none"> Maintained additional counselor and clerical support of high-risk students 	<ul style="list-style-type: none"> Maintained 1.0 FTE secondary counselor (\$108,000 Salary & Benefits, General Fund)) and one part-

				time clerical assistant (\$14,300 Salary & Benefits, General Fund))
Scope of service:	Medea Creek Middle School		Scope of service:	Medea Creek Middle School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Goal 3F		(\$104,000 Salaries & Benefits, General Fund)	Goal 3F	
<ul style="list-style-type: none"> Add additional secondary counselor to develop individual action plans for students at risk 			<ul style="list-style-type: none"> Add additional secondary counselor to develop individual action plans for students at risk 	
				• Added counselor at secondary level (\$108,000 Salary & Benefits, General Fund))
Scope of service:	Oak Park High School, Oak View High School, Oak Park Independent School		Scope of service:	Oak Park High School, Oak View High School, Oak Park Independent School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Goal 3G</p> <ul style="list-style-type: none"> • Implement second year of multiyear plan to reduce K-3 class size to 24:1 in grades DK-1 • Continue addition of .1 FTE teacher for Math intervention at Medea Creek Middle School • Maintain GATE programs • Provide additional technology integration and support 	<ul style="list-style-type: none"> • (\$189,000 Salaries & Benefits, General Fund) Additional Technology TOSA (\$100,000 Salaries & Benefits, General Fund) 	<p>Goal 3G</p> <ul style="list-style-type: none"> • Implemented second year of multiyear plan to reduce K-3 class size to 24:1 in grades DK-1 • Discontinued the additional 0.1 FTE teacher for Math intervention at Medea Creek Middle School • Maintained GATE programs • Provided additional technology integration and support 	<ul style="list-style-type: none"> • (\$189,000 Salaries & Benefits, General Fund) Additional Technology TOSA (\$104,000 Salaries & Benefits, General Fund)
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Goal 3H</p> <ul style="list-style-type: none"> • Maintain programs and opportunities including teachers on special assignment for technology and science, Critical Thinking Institute, gifted and talented education programs to ensure the needs of all students are met 	<ul style="list-style-type: none"> • In addition to program costs accounted for in prior goals, additional \$20,000 from Travel & Conference, General Fund 	<p>Goal 3H</p> <ul style="list-style-type: none"> • Maintained programs and opportunities including teachers on special assignment for technology and science, Critical Thinking Institute, gifted and talented education programs to ensure the needs of all students are met 	<ul style="list-style-type: none"> • In addition to program costs accounted for in prior goals, additional \$20,000 from Travel & Conference, General Fund
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>Goal 3I</p> <ul style="list-style-type: none"> Continue 0.5 FTE Behaviorist and 0.5 FTE Psychologist to provide mental health services and support for low income pupils, English learners and Foster Youth 	<p>(\$110,000 Salaries & Benefits, General Fund, LCFF Supplemental Grant)</p>	<p>Goal 3I</p> <ul style="list-style-type: none"> Increased 0.5 FTE Behaviorist to 1.0 FTE, and continued 0.5 FTE Psychologist to provide mental health services and support for low income pupils, English learners and Foster Youth 	<ul style="list-style-type: none"> Increase of 0.5 FTE Behaviorist to 1.0 FTE and continued 0.5 FTE Psychologist (\$159,000 Salary & Benefits, General Fund LCFF Supplemental Grant)
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<ul style="list-style-type: none"> Student performance on the following exams: students at low risk as indicated by the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) decreased from 91% to 88%; for Scholastic Reading Inventory (SRI), the level of students reading at or above grade level decreased from 93% to 88%. Although DIBELS and SRI assessment data declined slightly, students are still performing at high levels. The increased efforts on behalf of our EL and other unduplicated students have proved very effective as assessment scores have improved. The numbers of students who are reclassified has increased as have overall test scores. 	

Original GOAL from prior year LCAP:	Goal 4 Facilities that support learning and student health, safety, and wellbeing Provide a high quality learning environment and well-maintained facilities	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<u>4A</u> Maintain the increased level of daily cleaning and routine and deferred maintenance <u>4B</u> Continue renovation, and facility modernization, and improvement projects as specified in the OPUSD Facility Master Plan	Actual Annual Measurable Outcomes:	<u>4A</u> Increased level of daily cleaning and routine and deferred maintenance by the addition of the following staff: 3.5 FTE custodians, 2.0 FTE grounds workers, and a 1.0 maintenance engineer; re-established and funded the Deferred Maintenance Fund <u>4B</u> Continued renovation, and facility modernization, and improvement projects as specified in the OPUSD Facility Master Plan
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Goal 4A <ul style="list-style-type: none"> Increase staffing in custodial, grounds and maintenance services to ensure clean, safe, and well-maintained schools Increase staff development/training sessions from 3 to 4 for custodial staff pertaining to cleaning, safety, and effectiveness Re-establish and fund Deferred Maintenance program 	<ul style="list-style-type: none"> Increase staffing in custodial, grounds and maintenance services (\$410,000 Salaries & Benefits, General Fund, Measure R bond fund) Four training sessions for custodial staff (\$17,500 Salaries & Benefits, General Fund) 	Goal 4A <ul style="list-style-type: none"> Increased staffing in custodial, grounds and maintenance services to ensure clean, safe, and well-maintained schools Increased staff development/training sessions from 3 to 4 for custodial staff pertaining to cleaning, safety, and effectiveness Re-established and funded Deferred Maintenance program 	<ul style="list-style-type: none"> Increased staffing in custodial, grounds and maintenance services (\$410,000 Salaries & Benefits, General Fund, Measure R bond fund) Four training sessions for custodial staff (\$17,500 Salaries & Benefits, General Fund)

		<ul style="list-style-type: none"> • Increase Deferred Maintenance Fund (\$350,000 transfer General Fund/ Deferred Maintenance Fund) 		<ul style="list-style-type: none"> • Increased Deferred Maintenance Fund (\$200,000 transfer General Fund/ Deferred Maintenance Fund)
Scope of service:	LEA-wide		Scope of service:	LEA-wide
X ALL			X ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Goal 4B <ul style="list-style-type: none"> • Repair, renovate, and modernize facilities at all sites as outlined in the board-approved Facilities Master Plan • Districtwide – Exterior light replacement • BES - roof replacement, HVAC replacement, interior painting and carpet replacement, playground shade structures • OHES - roof replacement, HVAC replacement, interior painting and carpet replacement, playground shade structures • ROES - roof replacement, HVAC replacement, interior painting and carpet replacement, playground shade structures • MCMS - roof replacement, HVAC replacement, interior painting and carpet replacement • OPHS - roof replacement, HVAC replacement, interior painting and carpet replacement • OVHS - HVAC replacement, interior painting and carpet replacement • Convene broad-based Committee to develop comprehensive needs assessment and implementation plan 		<ul style="list-style-type: none"> • Perform Master Plan facilities projects (\$1,829,355 Other Operating, Building & Site Improvement Measure R Bond Fund) • Elementary shade structures (\$400,000 Other Operating, Building & Site Improvement Measure R, Donations, General Fund) Needs assessment plan – consultants, etc. (\$40,000 	Goal 4B <ul style="list-style-type: none"> • Repaired, renovated, and modernized facilities at all sites as outlined in the board-approved Facilities Master Plan • Districtwide – Exterior light replacement • BES - HVAC replacement, interior painting and carpet replacement, playground shade structures, added EV charging stations, installed battery backup system • OHES - carpet replacement, playground shade structures, added one relocatable classroom and modernized restrooms and upgraded parking lot for ADA Compliance, added EV charging stations • ROES - carpet replacement, playground shade structures, upgraded student restrooms, restriped playground and parking lot, install ball wall, replaced parking lot lights, added EV charging stations • MCMS - roof replacement, HVAC replacement, carpet replacement, installed outdoor amphitheater, restriped parking lot, upgraded band room, added EV charging stations • OPHS - HVAC replacement, interior painting and carpet replacement, added EV charging stations, installed battery backup system, completed solar shade structure 	<ul style="list-style-type: none"> • Master Plan facilities projects (\$1,348,000 Other Operating, Building & Site Improvement Measure R Bond Fund) • Non Measure R projects (\$852,300 Other Operating, Building & Site Improvement, General Fund, Donations) • Needs assessment plan – consultants, etc. (\$55,000 Professional Services,

in the areas of facilities, technology, student safety, energy conservation and environmental concerns		Professional Services, Measure R, Proposition 39, General Fund)	<ul style="list-style-type: none"> • OVHS - Interior painting and carpet replacement • Convened broad-based Committee to develop comprehensive needs assessment and implementation plan in the areas of facilities, technology, student safety, energy conservation and environmental concerns; engaged bod advisory consultant to explore potential future bond 	Measure R, Proposition 39, General Fund)
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • While a significant number of the remaining Master Plan projects have been completed, the District will proceed cautiously with the balance of identified projects in order to ensure sufficient funding for unforeseen emergency repairs, and pending a potential new bond and other funding resources to implement the Board-approved Needs Assessment Plan. • Due to expenditures necessary to support of the educational program, including State Standards implementation and related staff development, the funding for Deferred Maintenance was less than originally projected. 		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 407,425
Oak Park USD has less than 9% unduplicated students who are low income, foster youth, and English learner pupils, and there is no concentration of these students at any one school site. We will receive \$407,425 for the supplemental and concentration grant funding, which will be used to provide Literacy aides, EL aides, Math aides at all sites to give additional instructional support to these students as needed. Educational theory (DuFour, R., Rebecca DuFour, and Robert Eaker. Revisiting Professional Learning Communities at Work: New Insights for Improving Schools. Bloomington, IN: Solution Tree, 2008; National Alliance of Specialized Instructional Support Personnel. “Effective Specialized Instructional Support Services.” Research Brief [May 2013] http://www.nasponline.org/advocacy/docs/NASISP_Research_Brief.pdf), informs this method of individualized support. Each child is a valued member of the student community and his or her success is a top priority. District support fluctuates on a site-by-site basis determined by the level of actual needs as identified by test scores, teacher input and other data. The cost of these additional services to our unduplicated students will be supported by the supplemental dollars and in far larger measure by the Unrestricted General Fund.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

1	%
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The minimum proportionality percentage for Oak Park Unified School District is 1%. Increased English Language aides and additional training, principally directed towards eligible students, foster youth liaison, will secure services for the appropriate sub groups. We have found that this is the most effective use of funds, and is evidenced by the District's long history of high test scores and college-ready achievement among all its students, regardless of economic, foster, or English learner status.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).