

Introduction:

LEA: Ojai Unified School District Contact: Dr. Henry S. Bangser, Superintendent; hbangser@ojaiusd.org; 805-640-4300 LCAP Year: 2016-17

1. The Ojai Unified Community

The Ojai Unified School District is located in the Ojai Valley, California (Ventura County), where it is nestled between two mountain ranges and bordered by the Los Padres National Forest. The valley, with a population of 30,000 people, includes the City of Ojai, and the communities of Upper Ojai, Meiners Oaks, and Mira Monte. Varied socio-economic levels are clearly reflected throughout the Ojai Valley. The vast majority of homes within the school boundaries reflect middle-income status; however, there are pockets of affluence – and pockets of poverty. The community has three low-income housing projects, and these are located in Ojai and the Meiners Oaks area.

2. District

The Ojai Unified School District serves students residing in the City of Ojai and the outlying Ventura County unincorporated areas, including Upper Ojai, Meiners Oaks, and Mira Monte. School District offices are located in downtown Ojai.

The Ojai Unified School District has five elementary schools, one junior high school, one comprehensive high school, one continuation school, and a small charter school. The elementary schools are spread geographically throughout the Ojai Valley. The junior high, high school, and continuation high school are centrally located in Ojai.

Students who are eligible for Free and Reduced-Price Lunch include 45.10% of elementary, 44.08% of junior high, and 38.98% of high school students. The district low income enrollment is 42.91%. The district's English Learner enrollment is 13.8%, and Foster Youth enrollment is very small at .004%.

The district has faced declining enrollment since 1998. This has been due to recession, increased housing costs and a countywide low birth rate. In the 1997-98 school year, the district had a high enrollment of 4,172. The enrollment has dwindled to 2,577 students in 2015-16. It is the only district in Ventura County facing this problem to this extent. Projections show a continued decline in enrollment through 2016-17. OUSD has had to make difficult choices in reducing personnel and reviewing programs in order to be financially sound.

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, 47606.5, 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
August and September 2015 - Reintroduced the LCAP at Back to School Nights. Shared the five goals with parents and staff. Both parents and staff asked about how the goals were derived. Emphasized that stakeholders are valuable to the process. Participants: Teachers, parents, students, principals, district administration	As a result of feedback and input from stakeholders, awareness of the LCAP process increased among all groups: teachers, classified staff, parents, community, union, and students. This engagement of stakeholders gave

<p>29-Sept-2015 Review the eight priorities, the LCAP timeline, and 2015-16 goals at the Leadership Team meeting. Discuss the cycle of inquiry. Participants: Directors, District Administration, Principals</p> <p>September 10, February 4, April 28 District administration met with a target group of stakeholders. Looked at 2015-16 goals and gathered input at the September meeting. Shared progress on Annual Update at the February meeting. Reviewed a draft of the plan at the April meeting. Participants: Parent Advisory Committee, Certificated and Classified staff, district administration</p>	<p>heightened credibility and value to the process. Many roles were clarified especially the role of parents of unduplicated students. During the 2015-16 SY, a team approach was emphasized during the LCAP process. Based on feedback from multiple groups---union and teachers especially---more explanation was needed about base and supplemental funding. Clarified those two elements at all subsequent sessions with stakeholders.</p>
<p>October 2015 District administration attended all initial School Site Council meetings to reintroduce the LCAP, review the the eight priorities, the LCAP timeline, and 2015-16 goals: (October 5, 15, 22, 27) Discuss the cycle of inquiry. Participants: parents, students, teachers, classified staff, principal, district administration</p>	<p>Input from all groups indicated the need to continue several themes in the district:</p> <ol style="list-style-type: none"> 1. Physical and mental health is important for student success. 2. Communication and parent involvement must be stressed at all levels. 3. In order to prepare students for college/career, the district must work toward smaller class sizes giving more individualized attention that a larger class may not be able to provide.
<p>October 2015 The California Healthy Kids Survey was administered to students in grades 7, 9, and 11. Four hundred twenty students completed the survey, which measured responses in two domains: Overall Supports and Engagement and Overall Low Violence and Substance Use at School. An overall School Climate Index was calculated by computing the weighted average of the two domains.</p>	<p>Feedback from stakeholders indicated a need to build on what we currently have in place for intervention for at-risk students. The high school will continue to offer the Academic Success class, after-school math help, directed studies, and re-teaching during the seminar period. The junior high will continue to offer a math support class and general education directed studies classes for both 7th and 8th grade. All the elementary sites will offer intervention for struggling students based upon student achievement data and designed to meet their individual needs. All can be found in Goal 1.</p>
<p>October 22, 2015 District administration met with union representatives. Presented an overview of the goals; asked for input regarding key issues that are priorities for OFT and CSEA in developing the LCAP. Participants: union representatives, district administration</p> <p>September-May District administration attended all fall PTA/PTO/Booster meetings to reintroduce the LCAP, to review the eight priorities, the LCAP timeline, and 2015-16 goals: (October 14, Nov. 4, Nov. 9, Nov. 18, Nov. 19, Dec. 8, Jan 27, Feb. 8) Discuss the cycle of inquiry. Participants: parents, teachers, principal</p>	<p>An area of need identified at all levels was mental and physical health. With an increasing focus on emotional well-being, the district will continue to provide a mental health clinician who will oversee all aspects of mental health: referrals, anti-bullying, coordination of mental health interns, and mediation when needed. All can be found in Goal 4.</p>
<p>September-May District administration attended COPA (Spanish speaking parent group). (Oct. 5, Nov. 2, Dec. 7, Jan. 4, Feb. 1, March 1, April 11, June 6) Participants: parents, community members, site administration, district administration, classified staff</p> <p>September - May District administration will continue to attend site meetings and spring open houses. Listen and gather input. Listen to parent concerns, ideas, and celebrations; Identify concerns that may require new actions or new goals. Participants: Certificated and classified staff, principals, parents, district administration</p> <p>February, 2016 Draft of Annual Update put on district website.</p>	<p>All stakeholders felt that the district should continue to aggressively promote healthy lifestyle and healthy eating. This is reflected in many of the actions in the last goal of the LCAP. This can also be found in Goal 4.</p>
<p>March, 2016 District and site administration were given the results of the California Healthy Kids Survey, which they shared with staff, parents., and students.</p> <p>March 21, 2016 District administration met with community members, site principals, parents, union members, and teachers. District administration reviewed the draft of the Annual Update, clarified and answered questions, discussed base and supplemental funding, and reviewed the general LCAP process. Participants: Community members, site principals, parents, union, and teachers.</p>	<p>Based on anecdotal evidence, notes at meetings, conversations, and discussions, all stakeholders have felt empowered and continue to be valuable participants in the entire LCAP process.</p>
<p>May 24, 2016 District Superintendent met with Parent Advisory Committee for review and comment.</p> <p>June 7, 2016 The public gave input at a public hearing with the School Board.</p>	

June 28, 2016 The Governing Board approved the LCAP.

<p>Annual Update:</p> <p>As a result of several months of consultation with all stakeholder groups, the Annual Update was completed. The consultation process included studying both qualitative and quantitative data. The consultation process looked at budgeted expenditures and actual expenditures. The district reviewed progress made for the five stated goals in the 2015-16 LCAP, assessed the effectiveness of actions and services provided, and described the changes made in the LCAP for the next three years that were based on our review and assessment.</p> <p>Began with academic, attendance, CELDT, school performance, enrollment, demographic, and school engagement data collection.</p> <p>Analyzed data for all students but especially for English Learners and Low Income.</p> <p>Shared data with staff, leadership, union, board, community beginning in October 2015.</p> <p>A draft of the Annual Update was completed with input from principals, teachers, and other district staff.</p> <p>On January 26, Leadership Team discussed the draft of the Annual Update.</p> <p>A draft of the Annual Update was put on the district website.</p> <p>At the general stakeholder meeting on March 21, 2016, the Superintendent and the Director, Special Projects reviewed the draft of the Annual Update, clarified and answered questions, and reviewed the general LCAP process.</p>	<p>Annual Update:</p> <p>The district had actions and services in the 2015-16 LCAP that were redundant. This will be addressed in the 2016-17 LCAP. OUSD eliminated the duplication of actions and services in the 2016-17 Plan by reducing the number of goals from five to four. Goal Three from the 2015-16 Plan was assimilated in Goal 1 of the 2016-17 Plan. The five actions in the original Goal 3 were found in other goals--- this occurred most often in Goal 1. The stakeholder feedback was to continue to build on what was started through the LCAP in 14-15.</p> <p>In order to maintain the integrity of the CA content standards, the district will also look to increase support to teachers and principals for curricular and instructional strategies and assessment practices. The district may look to Ventura County Office of Education to help the district with a system or process to identify, train and support teacher leaders. These teacher leaders might then be able to support sites with the goal of providing targeted support to close the achievement gap.</p> <p>In general the stakeholder feedback was to continue to build on what was being started through the LCAP in 14-15.</p>
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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, school-site-level advisory groups, as applicable (e.g., school-site 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school/site level. The LEA may identify which school sites 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 school/site.

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 15.495(f), 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 school sites 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 school/site 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 pupil 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 47506.5.

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 school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	1 Increase student achievement in ELA, math, and literacy which includes providing instructional materials, and quality teachers while preparing students to be college and career ready.	Related State and/or Local Priorities:	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>
Identified Need :	Increased student achievement and increased college and career readiness		
Goal Applies to:	Schools:	Applicable Pupil Subgroups:	LCAP Year 1: 2016-17
	All schools	All students	
Expected Annual Measurable Outcomes:	<p>Increase ELA/Literacy Met/Exceeded Standard on the CAASPP from 45% to 46%.</p> <p>Increase mathematics Met/Exceeded Standard on the CAASPP from 33% to 34%.</p> <p>Increase reclassification rate of English Learners to Fluent English Proficient from 9.1 (2015) to 10 in 2016.</p> <p>Increase graduation rate from 88% to 89%</p> <p>Increase A-G completion from 33% (2014) to 34% in 2015. (Data available in June or July)</p> <p>Maintain AP enrollment at 155 students.</p> <p>Increase AP pass rate from 61% in 2014-15 to 62% in 2015-16.</p> <p>Maintain number of AP classes at 10.</p> <p>Increase College-Ready rate on the Early Assessment Program in ELA from 16% (2015) to 17% in 2016.</p> <p>Increase College-Ready rate on the Early Assessment Program in mathematics from 7% (2015) to 8% in 2016.</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase ELS making progress in learning English (AMAO 1) from 71% (2015) to 72% in 2016. Increase ELS attaining Fluent English Proficiency (AMAO 2 less than 5 years) from 19% (2015) to 20% in 2016. Increase ELS attaining Fluent English Proficiency (AMAO 2 more than 5 years) from 74% (2015) to 75% in 2016. NCGSS: Begin transition to NCGSS in grades 7-12 within existing classes. (See page 32: What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?) All students will have sufficient instructional materials (Williams). All teachers will be HQT and have ELL authorization to teach ELD based on CMIS.</p>	All schools	<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>	<p>\$45,000 Induction (Restricted: Title I, Prof. Devt.; Title I/A, Prof. Devt.; Educator Effectiveness) \$80,000 Textbooks/Instructional materials (General Fund/Restricted Lottery)</p>
<p>1.1. Recruit and retain highly trained staff who will ensure access for every student to CA Common Core State Standards-aligned materials including digital materials with embedded assessments.</p>	All schools	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$173,331 Counselors 2.45FTE (Unrestricted General Fund) \$10,834 College/Career Specialist: 3.75 FTE (Unrestricted general fund classified support) \$98,000 Teachers: 1.4FTE (Unrestricted General fund) \$80,000 Teachers for TK-6 (Certificated teacher, hourly, general fund)</p>
<p>1.2 Offer differentiated instruction and a multi-tiered system of supports (academic and behavioral) to address student's academic and emotional needs including interventions for high risk students and for those students who are struggling before, during, and after school such as: After school math support- high school Academic Success class (30 students)-high school Directed Studies-junior high and high school for general education Math 7 Support class-junior high Intervention classes-all elementary sites This will include targeted assistance in college/career guidance for high school students.</p>	K-5	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$40,000 Instructional materials, certificated hourly (Title III, restricted)</p>
<p>1.3 Offer a summer school program for English learners for grades K-5.</p>	All schools	<p><input type="checkbox"/> ALL</p>	<p>\$6,000 (Restricted)</p>
<p>1.4 Provide additional professional development to increase teachers'</p>			

<p>understanding of ELD standards and to ensure that English learners receive support in accessing CCSJ; Utilize VCOE for continued EL training for both certificated and classified staff.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</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>Title III; Restricted Educator Effectiveness, conferences/training)</p>
<p>1.5 Utilize VCOE for professional development: a. To assist in identifying, training, and supporting teacher leaders who will support sites with the goal of providing targeted support to close the achievement gap. b. To help develop systems and processes for using data to identify students who need early intervention. c. To identify and systematize the use of benchmarks across the district, which will include updating the assessment plan for both ELA and math.</p>	<p>All schools</p>	<p>LCAP Year 2: 2017-18</p>	<p>\$7,500 (Restricted Educator Effectiveness funds, training, conferences)</p>
<p>Expected Annual Measurable Outcomes: Continue to increase ELA/Literacy Met/Exceeded Standard on the CAASPP by at least 1%. Continue to increase mathematics Met/Exceeded Standard on the CAASPP by at least 1%. Continue to increase reclassification rate of English Learners to Fluent English Proficient by at least 1%. Maintain graduation rate of at least 89%. Continue to increase A-G completion by at least 1%. (Data available in June or July) Maintain AP enrollment at 155 students. Continue to increase AP pass rate by at least 1%. Maintain number of AP classes at 10. Continue to increase College-Ready rate on the Early Assessment Program in ELA by at least 1%. Continue to increase College-Ready rate on the Early Assessment Program in mathematics by at least 1%. Continue to increase ELS making progress in learning English (AMAO 1) by at least 1%. Continue to increase ELS attaining Fluent English Proficiency (AMAO 2 less than 5 years) by at least 1%. Continue to increase ELS attaining Fluent English Proficiency (AMAO 2 more than 5 years) by at least 1%. NGSS: Continue transition in grades 7-12 to NGSS in existing courses. All students will have sufficient instructional materials (Williams). All teachers will be HQT and have ELL authorization to teach ELD based on CMIS.</p>	<p>Scope of Service All schools</p>	<p>Pupils to be served within identified scope of service</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>Budgeted Expenditures \$45,000 Induction (Restricted: Title I, Prof. Devt.: Title I/A, Prof. Devt.: Educator Effectiveness) \$80,000 Textbooks/Instructional materials (General Fund/Restricted Lottery)</p>
<p>1.1 Recruit and retain highly trained staff who will ensure access for every student to CA Common Core Standards-aligned materials including digital materials with embedded assessments.</p>			

<p>1.2 Offer differentiated instruction and a multi-tiered system of supports (academic and behavioral) to address student's academic and emotional needs including interventions for high risk students and for those students who are struggling before, during, and after school such as: After school math support- high school Academic Success class (30 students)-high school Directed Studies-junior high and high school for general education Math 7 Support class-junior high Intervention classes-all elementary sites This will include targeted assistance in college/career guidance for high school students.</p>	All schools	<p>___ 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 ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___ SWD</p>	<p>\$173,331 Counselors 2.45 FTE (Unrestricted General Fund) \$10,834 College/Career Specialist .375 FTE (Unrestricted general fund classified support) \$98,000 Teachers, 1.4FTE (Unrestricted General fund) \$80,000 Teachers for TK-6 (Certificated teacher, hourly, general fund)</p>
<p>1.3 Offer a summer school program for English learners for grades K-5.</p>	K-5	<p>___ ALL</p> <p>OR:</p> <p>___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$40,000 Instructional materials, certificated hourly (Title III, restricted)</p>
<p>1.4 Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS; Utilize VCOE for continued EL training for both certificated and classified staff.</p>	All schools	<p>___ ALL</p> <p>OR:</p> <p>___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$6,000 (Restricted Title II); Restricted Educator Effectiveness, conferences/training)</p>
<p>1.5 Continue to utilize VCOE for professional development: a. To assist in identifying, training, and supporting teacher leaders who will support sites with the goal of providing targeted support to close the achievement gap. b. To help develop systems and processes for using data to identify students who need early intervention. c. To identify and systematize the use of benchmarks across the district, which will include updating the assessment plan for both ELA and math.</p>	All schools	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$7,500 (Restricted Educator Effectiveness funds, training, conferences)</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Continue to increase ELA/Literacy Met/Exceeded Standard on the CAASP by at least 1%. Continue to increase mathematics Met/Exceeded Standard on the CAASP by at least 1%. Continue to increase reclassification rate of English Learners to Fluent English Proficient by at least 1%.</p>		

	<p>Maintain graduation rate of at least 89%. Continue to increase A-G completion by at least 1%. (Data available in June or July) Maintain AP enrollment at 155 students. Continue to increase AP pass rate by at least 1%. Maintain number of AP classes at 10. Continue to increase College-Ready rate on the Early Assessment Program in ELA by at least 1%. Continue to increase College-Ready rate on the Early Assessment Program in mathematics by at least 1%. Continue to increase ELs making progress in learning English (AMAO 1) by at least 1%. Continue to increase ELs attaining Fluent English Proficiency (AMAO 2 less than 5 years) by at least 1%. Continue to increase ELs attaining Fluent English Proficiency (AMAO 2 more than 5 years) by at least 1%. NGSS: Continue transition in grades 7-12 to NGSS in existing courses. All students will have sufficient instructional materials (Williams). All teachers will be HQT and have ELL authorization to teach ELD based on CMIS.</p>	<p>Scope of Service All schools</p>	<p>Pupils to be served within identified scope of service <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) _____</p>	<p>Budgeted Expenditures \$45,000 Induction (Restricted: Title I, Prof. Devt.: Title IIa, Prof. Devt.: Educator Effectiveness) \$80,000 Textbooks/Instructional materials (General Fund/Restricted Lottery) \$173,331 Counselors 2.45FTE (Unrestricted General Fund) \$10,834 College/Career Specialist .375 FTE (Unrestricted general fund classified support) \$98,000 Teachers, 1.4FTE (Unrestricted General fund) \$80,000 Teachers for TK-6 (Certificated teacher, hourly, general fund) \$40,000</p>
<p>1.1 Recruit and retain highly trained staff who will ensure access for every student to CA Common Core State Standards-aligned materials including digital materials with embedded assessments.</p>	<p>1.2 Offer differentiated instruction and a multi-tiered system of supports (academic and behavioral) to address student's academic and emotional needs including interventions for high risk students and for those students who are struggling before, during, and after school such as: After school math support- high school Academic Success class (30 students)-high school Directed Studies-junior high and high school for general education Math 7 Support class-junior high Intervention classes-all elementary sites This will include targeted assistance in college/career guidance for high school students.</p>	<p>All schools</p>	<p>___ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u></p>	<p>___ ALL</p>
	<p>K-5</p>			

1.3 Offer a summer school program for English learners for grades K-5.		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Instructional materials, certificated hourly (Title II, restricted)
1.4 Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS; Utilize VCOE for continued EL training for both certificated and classified staff.	All schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$6,000 (Restricted Title III; Restricted Educator Effectiveness, conferences/training)
1.5 Continue to utilize VCOE for professional development: a. To assist in identifying, training, and supporting teacher leaders who will support sites with the goal of providing targeted support to close the achievement gap. b. To help develop systems and processes for using data to identify students who need early intervention. c. To identify and systematize the use of benchmarks across the district, which will include updating the assessment plan for both ELA and math.	All schools	<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) _____	\$7,500 (Restricted Title IIA funds, training, conferences)
GOAL: 2 Create safe and welcome learning environments where students are engaged and connected to school.		Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Identified Need : Students must be engaged and present at school in order to achieve.	Schools: All sites		
Goal Applies to:	Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes: Maintain the district-wide attendance rate at 95% using P2. Decrease middle school drop out rate by 1 student. Decrease high school drop out rate from 4.8% (2014) to 4% in the 2015 report. Decrease suspensions from 3% in 2015 to 2.5% in 2016. Maintain the number of expulsions at 0. Decrease the number of chronic absentees (Based on P2) from 13% (2016) to 12% in 2017. Increase school climate index from 471 at Matilija and 345 at Nordhoff in 2015 as measured by California Healthy Kids Survey to 475 (Matilija) and 350 (Nordhoff). (Note: Administered every other year with scores ranging from 100 to 500 with high scores representing more positive school climates with higher supports and engagement.) Maintain FIT at good or better.	Scope of Service All schools	Pupils to be served within identified scope of service <input type="checkbox"/> ALL	Budgeted Expenditures See 1.2
LCAP Year 1: 2016-17			

<p>2.1 Provide counseling for English Learners, redesignated students, foster youth, low income students, special education students who have not made adequate progress or demonstrate attendance/behavior issues.</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) <input type="checkbox"/> SWD _____</p>	<p>\$173,331 Counselors 2.45FTE (Unrestricted General Fund) \$76,718 Mental Health Clinician 1.0 FTE (Restricted general fund, classified support mental health, special education, Medical)</p>
<p>2.2 Continue to offer a freshmen course "College and Career Foundations" designed to enhance the freshmen experience, review and revisit modules for sophomore through senior year. Continue with the Associate Teacher (peer tutoring) program at Nordhoff High School.</p>	<p>High School</p>	<p><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) _____</p>	<p>Grant-funded (\$81070 and VC Innovates) No cost for peer tutoring</p>
<p>2.3 Provide student orientations and trainings on responsible digital citizenship and internet safety. Implement a district-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments.</p>	<p>All schools</p>	<p><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) _____</p>	<p>No cost Part of administration costs</p>
<p>2.4 Promote opportunities and incentives to increase attendance rates and decrease unproductive behavior at all school sites.</p>	<p>All schools</p>	<p><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) _____</p>	<p>\$2,000 Saturday School (Unrestricted general fund teacher hourly) \$6,500 SARB (Unrestricted general fund district attorney services)</p>
<p>2.5 Ensure that the Homeless/Foster Youth liaison has the time, knowledge, and resources to fully execute the responsibilities such as gathering backpacks, athletic equipment, musical instruments and ensuring low income, foster, and homeless youth access to sports, field trips, AP classes, and extracurricular activities.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Homeless students _____</p>	<p>\$2,000 Liaison for homeless students (Restricted general fund, Title I, teacher stipend)</p>
<p>2.6 Monitor implementation of school safety plans. Make health, safety, and</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>No cost</p>

<p>security improvements and provide clean, well-maintained learning environments by maintaining the same number of custodians throughout the district.</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>Part of administration and MOT costs \$420,000 Custodians 11.1 FTE (unrestricted general fund classified support)</p>
LCAP Year 2: 2017-18		
<p>Expected Annual Measurable Outcomes: Maintain the district-wide attendance rate at 95% using P2. Decrease middle school drop out rate by 1 student. Decrease high school drop out rate by .5%. Decrease suspensions by .5%. Maintain the number of expulsions at 0. Decrease the number of chronic absentees (Based on P2) by at least 1%. <i>California Healthy Kids Survey</i> not administered this year. Maintain FIT at good or better.</p>	<p>Actions/Services</p>	<p>Budgeted Expenditures See 1.2 \$173,331 Counselors 2.45FTE (Unrestricted General Fund) \$76,718 Mental Health Clinician 1.0 FTE (Restricted general fund, classified support mental health, special education, Medical)</p>
<p>2.1 Provide counseling for English Learners, redesignated students, foster youth, low income students, special education students who have not made adequate progress or demonstrate attendance/behavior issues.</p>	<p>Scope of Service All schools</p> <p>Pupils to be served within identified scope of service ___ 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) ___ SWD _____</p>	<p>See 1.2 \$173,331 Counselors 2.45FTE (Unrestricted General Fund) \$76,718 Mental Health Clinician 1.0 FTE (Restricted general fund, classified support mental health, special education, Medical)</p>
<p>2.2 Continue to offer a freshmen course "College and Career Foundations" designed to enhance the freshmen experience; review and revisit modules for sophomore through senior year. Continue with the Associate Teacher (peer tutoring) program at Nordhoff High School.</p>	<p>High School</p> <p>Pupils to be served within identified scope of service ___ X 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 ___ Other Subgroups:(Specify) _____</p>	<p>Grant-funded (SB1070 and VC Innovates) No cost for peer tutoring</p>
<p>2.3 Provide student orientations and trainings on responsible digital citizenship and internet safety. Implement a district-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments.</p>	<p>All schools</p> <p>Pupils to be served within identified scope of service ___ X 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 ___ Other Subgroups:(Specify) _____</p>	<p>No cost Part of administration costs</p>

2.4 Promote opportunities and incentives to increase attendance rates and decrease unproductive behavior at all school sites.	All schools	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$2,000 Saturday School (Unrestricted general fund teacher hourly) \$6,500 SAR3 (Unrestricted general fund district attorney services)
2.5 Ensure that the Homeless/Foster Youth liaison has the time, knowledge, and resources to fully execute the responsibilities such as gathering backpacks, athletic equipment, musical instruments and ensuring low income, foster, and homeless youth access to sports, field trips, AP classes, and extracurricular activities.	All schools	___ ALL OR: <input checked="" type="checkbox"/> Low Income pupils ___ English Learners <input checked="" type="checkbox"/> Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___ Homeless students _____	\$2,000 Liaison for homeless students (Restricted general fund, Title I, teacher stipend)
2.6 Monitor implementation of school safety plans. Make health, safety, and security improvements and provide clean, well-maintained learning environments by maintaining the same number of custodians throughout the district.	District-wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	No cost Part of administration and MOT costs \$420,000 Custodians 11.1 FTE (unrestricted general fund classified support)
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes: 	Maintain the district-wide attendance rate at 95% using P2. Decrease middle school drop out rate by 1 student. Decrease high school drop out rate by .5%. Decrease suspensions by .5%. Maintain the number of expulsions at 0. Decrease the number of chronic absentees (Based on P2) by at least 1%. Increase school climate index by 5 points at Matilla and 5 points at Nordhoff as measured by <i>California Healthy Kids Survey</i> . (Note: Administered every other year with scores ranging from 100 to 500 with high scores representing more positive school climates with higher supports and engagement.) Maintain FIT at good or better.	Scope of Service All schools Pupils to be served within identified scope of service ___ 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) ___ SWD _____	Budgeted Expenditures See 1.2 \$173,331 Counselors 2.45FTE (Unrestricted General Fund) \$76,718 Mental
2.1 Provide counseling for English Learners, redesignated students, foster youth, low income students, special education students who have not made adequate progress or demonstrate attendance/behavior issues.	All schools	___ 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) ___ SWD _____	Budgeted Expenditures See 1.2 \$173,331 Counselors 2.45FTE (Unrestricted General Fund) \$76,718 Mental

<p>2.2 Continue to offer a freshmen course "College and Career Foundations" designed to enhance the freshmen experience; review and revisit modules for sophomore through senior year. Continue with the Associate Teacher (peer tutoring) program at Nordhoff High School.</p>	<p>High School</p>	<p><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) _____</p>	<p>Health Clinician 1.0 FTE (Restricted general fund, classified support mental health, special education, Medical)</p> <p>Grant-funded (SB1070 and VC Innovates) No cost for peer tutoring</p>
<p>2.3 Provide student orientations and trainings on responsible digital citizenship and internet safety. Implement a district-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments.</p>	<p>All schools</p>	<p><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) _____</p>	<p>No cost Part of administration costs</p>
<p>2.4 Promote opportunities and incentives to increase attendance rates and decrease unproductive behavior at all school sites.</p>	<p>All schools</p>	<p><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) _____</p>	<p>\$2,000 Saturday School (Unrestricted general fund teacher hourly) \$6,500 SARB (Unrestricted general fund district attorney services)</p>
<p>2.5 Ensure that the Homeless/Foster Youth liaison has the time, knowledge, and resources to fully execute the responsibilities such as gathering backpacks, athletic equipment, musical instruments and ensuring low income, foster, and homeless youth access to sports, field trips, AP classes, and extracurricular activities.</p>	<p>All schools</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Homeless students _____</p>	<p>\$2,000 Liaison for homeless students (Restricted general fund, Title I, teacher stipend)</p>
<p>2.6 Monitor implementation of school safety plans. Make health, safety, and security improvements and provide clean, well-maintained learning environments by maintaining the same number of custodians throughout the district.</p>	<p>District-wide</p>	<p><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) _____</p>	<p>No cost Part of administration and MOT costs \$420,000 Custodians 11.1 FTE</p>

(unrestricted general fund classified support)

Related State and/or Local Priorities:
 1 ___ 2 ___ 3 ___ X ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___
 COE only: 9 ___ 10 ___
 Local : Specify _____

GOAL: 3 Engage parents and families to support student success in school

Identified Need : Consistent communication with parents/guardians

Goal Applies to: Schools: All sites
 Applicable Pupil Subgroups: All students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Sites will track attendance at parent conferences, Back to School Nights, Open House, and other events with the expectation of a minimum of 75% of families at parent conferences and a minimum of 50% at Back to School Nights and Open Houses. Sites will communicate with parents at least once per month. Site administration will monitor SSC to ensure 100% compliance with state/federal laws. Each site will have at least one parent/guardian member representative at all DELAC (COPA), Parent Advisory Committee, and Stakeholder meetings.

Actions/Services: Scope of Service: All schools

Pupils to be served within identified scope of service: X ALL

3.1 Increase and improve parent/guardian communication through website, phone outreach, mailings, and meetings. Investigate using *Home & School Connection: Working Together for Student Success*. Upgrade inadequate electrical systems for modern technology in order to accomplish this. This will include simultaneous translation with headsets at meetings where Spanish-speaking parents are in attendance.

OR:
 ___ Low Income pupils ___ English Learners
 ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____

Budgeted Expenditures: \$7,500 printing, Connect Ed, translation (Unrestricted general fund, services) \$4,000 headsets (Unrestricted general fund, and Rotary grant) Amount TBD for electrical by Citizens Oversight Committee (Bond)

3.2 Investigate the possibility of bringing Project2Inspire 12-week program(helping parents to support students) or other parent engagement program at one site with high numbers of low income, foster youth, and English learners. In addition, initiate ParentProject at the high school.

OR:
 X Low Income pupils X English Learners
 X Foster Youth X Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____

Meiners Oaks
 Northhoff High School

ALL

\$10,000 (Adult Education Block Grant) No charge for Parent Project.

3.3 Provide opportunities for non-English speaking parents to participate in All schools \$60,000

<p>site/district activities that increase skills as partners in education. This includes a new ESL class for parents held weekly for 6 hours.</p>	<p>All schools</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Teacher, instructional materials, and equipment (20 laptops and smartboard) (Restricted Adult Education Block Grant)</p>
<p>3.4 Continue a monthly outreach to all Spanish-speaking parents to serve as a support entity. Parents will generate ideas for the monthly topics/speakers: Parents will evaluate the program at the end of the year and make suggestions for the following year.</p>	<p>All schools</p>	<p>___ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,000 speakers, printing, child care (Restricted general fund Title I and Title III, services)</p>
<p>LCAP Year 2: 2017-18</p>			
<p>Expected Annual Measurable Outcomes: Sites will track attendance at parent conferences, Back to School Nights, Open House, and other events with the expectation of a minimum of 75% of families at parent conferences and a minimum of 50% at Back to School Nights and Open Houses. Sites will communicate with parents at least once per month. Site administration will monitor SSC to ensure 100% compliance with state/federal laws. Each site will have at least one parent/guardian member representative at all DELAC (COPA), Parent Advisory Committee, and Stakeholder meetings.</p>	<p>Scope of Service All schools</p>	<p>Pupils to be served within identified scope of service <input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>Budgeted Expenditures \$7,500 printing, Connect Ed, translation (Unrestricted general fund, services) \$4,000 headsets (Unrestricted general fund, and Rotary grant) Amount TBD for electrical by Citizens Oversight Committee (Bond)</p>
<p>3.1 Increase and improve parent/guardian communication through website, phone outreach, mailings, and meetings. Investigate using Home & School Connection: Working Together for Student Success. Upgrade inadequate electrical systems for modern technology in order to accomplish this. This will include simultaneous translation with headsets at meetings where Spanish-speaking parents are in attendance.</p>	<p>Scope of Service All schools</p>	<p>___ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 (Adult Education Block Grant) No charge for PP</p>
<p>3.2 Investigate the possibility of bringing a parent engagement program (helping parents to support students) at other sites with high numbers of low income, foster youth, and English learners. Continue ParentProject at the high school.</p>	<p>Scope of Service All schools</p>	<p>___ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 (Adult Education Block Grant) No charge for PP</p>

<p>3.3. Provide opportunities for non-English speaking parents to participate in site/district activities that increase skills as partners in education. This includes a new ESL class for parents held weekly for 6 hours.</p>	<p>All schools</p>	<p>___ ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ X English Learners</p> <p>___ Foster Youth ___ X Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$60,000</p> <p>Teacher, instructional materials, and equipment (20 laptops and smartboard) (Restricted Adult Education Block Grant)</p>
<p>3.4. Continue a monthly outreach to all Spanish-speaking parents to serve as a support entity. Parents will generate ideas for the monthly topics/speakers; Parents will evaluate the program at the end of the year and make suggestions for the following year.</p>	<p>All schools</p>	<p>___ ALL</p> <p>OR:</p> <p>___ X Low Income pupils ___ X English Learners</p> <p>___ Foster Youth ___ X Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$1,000 speakers, printing, child care (Restricted general fund Title I and Title III, services)</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Sites will track attendance at parent conferences, Back to School Nights, Open House, and other events with the expectation of a minimum of 75% of families at parent conferences and a minimum of 50% at Back to School Nights and Open Houses.</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>3.1. Increase and improve parent/guardian communication through website, phone outreach, mailings, and meetings. Investigate using Home & School Connection: Working Together for Student Success. Upgrade inadequate electrical systems for modern technology in order to accomplish this. This will include simultaneous translation with headsets at meetings where Spanish-speaking parents are in attendance.</p>	<p>Each site will have at least one parent/guardian member representative at all DELAC (COPA), Parent Advisory Committee, and Stakeholder meetings.</p>	<p>___ ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____</p>	<p>\$7,500 printing, Connect Ed, translation (Unrestricted general fund, services) \$4,000 headsets (Unrestricted general fund, and Rotary grant) Amount TBD for electrical by Citizens Oversight Committee (Bond)</p>
<p>All schools</p>	<p>All schools</p>	<p>___ ALL</p>	<p>\$10,000</p>

<p>3.2 Investigate the possibility of bringing a parent engagement program (helping parents to support students) at other sites with high numbers of low income, foster youth, and English learners. Continue ParentProject at the high school.</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>(Adult Education Block Grant) No charge for PP.</p>
<p>3.3 Provide opportunities for non-English speaking parents to participate in site/district activities that increase skills as partners in education. This includes a new ESL class for parents held weekly for 6 hours.</p>	<p>All schools</p> <p>___ 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>\$60,000 Teacher, instructional materials, and equipment (20 laptops and smartboard) (Restricted Adult Education Block Grant)</p>
<p>3.4 Continue a monthly outreach to all Spanish-speaking parents to serve as a support entity. Parents will generate ideas for the monthly topics/speakers; Parents will evaluate the program at the end of the year and make suggestions for the following year.</p>	<p>All schools</p> <p>___ 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>\$1,000 speakers, printing, child care (Restricted general fund Title I and Title III, services)</p>
<p>GOAL: 4 Promote student emotional and physical well-being</p>	<p>Encourage a healthy lifestyle among students and their families</p> <p>Schools: All sites</p> <p>Applicable Pupil Subgroups: All students</p> <p>LCAP Year 1: 2016-17</p> <p>Related State and/or Local Priorities: 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____</p>	
<p>Identified Need :</p>	<p>Track the number of Bullying/Harassments incidents. Maintain athletic Involvement numbers. (2014-15-501 students; 2015-16-542 students) Increase by 1% in 2016 in each grade meeting Healthy Fitness Zone based on PFT in 2014-23% (5th); 49% (7th); 58% (9th) Track mental health counseling referrals. (Mental Health Referrals: 2014-15-113 new clients from Sept.-April; 2015-16-117 new clients from Sept.-April) Provide and track healthy food choices by Nutrition Services. (Average number of breakfasts/lunches served: 2014-15-530/845; 2015-16-497/842)</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Actions/Services</p> <p>Scope of Service</p> <p>Pupils to be served within identified scope of service</p> <p>Budgeted Expenditures</p>	

<p>4.1 Continue to work collaboratively with school districts, farmers, and the community to get more nutritious, fresh, seasonal and local foods into school meals; integrate school gardens into on-site programming. Provide nutrition education and agricultural literacy throughout the K-12 curriculum. Continue the Harvest of the Month program.</p>	<p>All schools</p>	<p>X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>USDA Grant VC F2S Grant</p>
<p>4.2 Continue to provide bully prevention training.</p>	<p>All schools</p>	<p>X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$2,000 speakers and training (Unrestricted general fund, services and training)</p>
<p>4.3 Partner with local agencies (First Five, Food for Thought, Clinicas); Adhere to District Wellness Plan; Meet at least four times per year.</p>	<p>All schools</p>	<p>X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>No cost</p>
<p>4.4 Provide mental and physical health support for all students but especially low income students, foster youth, and English learners. Identify and administer social/emotional assessments in order to target the needs of these students such as the adverse effects of school mobility.</p>	<p>All schools</p>	<p>___ ALL OR: ___ X Low Income pupils ___ X English Learners ___ X Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___ SWD and Homeless students _____</p>	<p>See 2.1 \$76,718 Mental Health Clinician 1.0 FTE (Restricted general fund, classified support mental health, special education, Medi-Cal) Counselor (Medi-Cal School-Based funds) MFT Interns (HELP of Ojai grant) \$29,068 District nurse .45FTE (Unrestricted pupil support health service, special education)</p>
<p>LCAP Year 2: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Track the number of Bullying/Harassment incidents. Maintain athletic involvement numbers at 500 or above. Increase by 1% in each grade meeting Healthy Fitness Zone based on PFT. Track mental health counseling referrals.</p>		

Provide, track, and maintain healthy food choices by Nutrition Services.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Continue to work collaboratively with school districts, farmers, and the community to get more nutritious, fresh, seasonal and local foods into school meals; integrate school gardens into on-site programming. Provide nutrition education and agricultural literacy throughout the K-12 curriculum. Continue the Harvest of the Month program.	All schools	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	USDA Grant VC F25 Grant
4.2 Continue to provide bully prevention training.	All schools	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$2,000 speakers and training (Unrestricted general fund, services and training)
4.3 Partner with local agencies (First Five, Food for Thought, Clinicas); Adhere to District Wellness Plan; Meet at least four times per year.	All schools	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	No cost
4.4 Provide mental and physical health support for all students but especially low income students, foster youth, and English learners. Identify and administer social/emotional assessments in order to target the needs of these students such as the adverse effects of school mobility.	All schools	___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) ___ SWD and Homeless students	See 2.1 \$76,718 Mental Health Clinician 1.0 FTE (Restricted general fund, classified support mental health, special education, Medi-Cal) Counselor (Medi-Cal School-Based funds) MFT Interns (HELP of Ojai grant) \$29,068 District nurse .45FTE (Unrestricted pupil support health service, special education)
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Track the number of Bullying/Harassment incidents. Maintain athletic involvement numbers at 500 or above.		

	Increase by 1% in each grade meeting Healthy Fitness Zone based on PFT. Track mental health counseling referrals. Provide, track, and maintain healthy food choices by Nutrition Services.					Budgeted Expenditures
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures			
4.1 Continue to work collaboratively with school districts, farmers, and the community to get more nutritious, fresh, seasonal and local foods into school meals; integrate school gardens into on-site programming. Provide nutrition education and agricultural literacy throughout the K-12 curriculum. Continue the Harvest of the Month program.	All schools	<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) _____	USDA Grant VC F2S Grant			
4.2 Continue to provide bully prevention training.	All schools	<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) _____	\$2,000 speakers and training (Unrestricted general fund, services and training)			
4.3 Partner with local agencies (First Five, Food for Thought, Clinicas); Adhere to District Wellness Plan; Meet at least four times per year.	All schools	<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) _____	No cost			
4.4 Provide mental and physical health support for all students but especially low income students, foster youth, and English learners. Identify and administer social/emotional assessments in order to target the needs of these students such as the adverse effects of school mobility.	All schools	<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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD and Homeless students</u>	See 2.1 \$76,718 Mental Health Clinician 1.0 FTE (Restricted general fund, class field support mental health, special education, Medi-Cal Counselor (Medi-Cal School-Based funds) MFT Interns (HELP of Ojai grant) \$29,068 District nurse .45FTE (Unrestricted pupil support health service, special education)			

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 school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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.

Original GOAL from prior year LCAP:	1. Increase student achievement in ELA, math, and literacy while preparing students to be college and career ready	Related State and/or Local Priorities: 1 x 2 x 3 x 4 x 5 x 6 x 7 x 8 x COE only: 9 x 10 x Local : Specify _____
<p>Goal Applies to:</p> <p>Schools: All schools</p> <p>Applicable Pupil Subgroups: All students</p> <p>Expected Annual Measurable Outcomes:</p> <p>Increase AP pass rate by 1%.</p> <p>Increase College-Ready rate on the EAP on both ELA and math by 1%.</p> <p>Increase ELs attaining English proficient level on the CELDT by 1%.</p> <p>Increase AP (NA)</p> <p>NGSS (NA)</p> <p>Increase percent of students making AYP for English learners (AMMA03 NA)</p>	<p>Increase Pass rate on CAHSEE by 1% each year.</p> <p>Establish math and ELA proficiency baselines in CCSS as measured by the CAASPP.</p> <p>Increase reclassification of English Learners to Fluent English Proficient by 1%.</p> <p>Increase graduation rate by 1%.</p> <p>Increase A-G completion by 2%.</p> <p>Increase AP enrollment by 1%.</p> <p>Increase AP pass rate by 1%.</p> <p>Maintain same number of AP classes.</p> <p>Increase College-Ready rate on the EAP on both ELA and math by 1%.</p> <p>Increase ELs making progress in learning English based on the CELDT by 1%.</p> <p>Increase ELs attaining English proficient level on the CELDT by 1%.</p> <p>Increase AP (NA)</p> <p>NGSS (NA)</p> <p>Increase percent of students making AYP for English learners (AMMA03 NA)</p>	<p>13-14 CAHSEE: ELA 85%; math 85%; 14-15 CAHSEE: ELA 92%; math 89%; 15-16 NA-SBI72 signed into law, suspending the CAHSEE</p> <p>District wide baseline: 2015 CAASPP % Met or Exceeded Standard in ELA/Literacy 45%</p> <p>Districtwide baseline: 2015 CAASPP % Met or Exceeded Standard in mathematics 33%</p> <p>Reclassification of English Learners: 2014: 4.5%; 2015: 9.1%</p> <p>District graduation Rate: Class of 2012-13: 93%; Class of 2013-14: 88% (Each July CALPADS releases the previous year's cohort graduation rate.)</p> <p>A-G Completion Rate: 2013-31%; 2014-33%; 2015 NA until June</p> <p>AP Enrollment: This was an increase of about 9%: 2014-15: 142 students; 2015-16: 155 students</p> <p>AP Pass Rate: 2012-13: 70%; 2013-14: 66%; 2014-15: 61%</p> <p>Number of AP classes: 2014-15: 10; 2015-16: 10</p> <p>EAP Readiness in ELA: 2013-29%; 2014-17%; 2015-16%</p> <p>EAP Readiness in mathematics: 2013-16%; 2014-12%; 2015-7%</p>

			<p>ELs making progress in learning English: 2014-69.6%, 2015-71.2%</p> <p>ELs attaining English proficiency: 2014-22.6%, 2015-19.2%</p> <p>API: NA</p> <p>NGSS: NA</p> <p>ELs making AYP: NA</p>
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LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>1.1 Upgrade electrical systems for modern technology in order to ensure access to CCSS-aligned instructional materials including digital materials with embedded assessments.</p>	<p>Amount TBD Bond Oversight Committee and \$80,000 General Fund/Restricted Lottery Textbooks/supplemental Instructional Materials</p>	<p>Upgraded electrical systems for servers. Purchased UPS equipment which kept the network gear running in an outage.</p> <p>See 4.1</p> <p>See 3.2</p> <p>Purchased CCSS-aligned math materials for 2015-16 SY. District used CCSS funds that had not yet been expended in 2014-15 for CCSS-aligned math materials. The K-5 materials included teacher packages that will last for the life of the math adoption. These teacher materials were \$1,500 per teacher.</p> <p>See 3.2</p>	<p>\$2,400 on servers (SBAC Technology Upgrade Funds/Restricted) \$1,800 for UPS equipment (General Fund/Unrestricted Technology Budget) K-5 math: \$125,000 6-8: \$31,602 7-8: \$67,033 9-12: \$52,477 (General Fund, Restricted CCSS, Restricted Lottery)</p>	
<p>Scope of service: Districtwide</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>	<p>Scope of service: Districtwide</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>	<p>Part of administrative duties; No additional cost</p>	<p>In January 2015, the School Board approved adding a third year graduation requirement in math at high school.</p>	<p>No cost this year.</p>
<p>Scope of service: High School</p>	<p>Scope of service: High School</p>			

<input checked="" type="checkbox"/> ALL 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) _____			
1.3 Establish a structure and culture for continuous improvement by implementing best practices through the professional development of teachers and staff.		\$50,000 teacher salaries unrestricted general fund One Professional Development Day	In October, 2015, the district held a professional development for all staff. It included sessions on technology, Common Core writing, Interim Assessments, Common Core math and NGSS standards. In January 2016, the School Board approved the plan for Educator Effectiveness funds. The allocation was based on enrollment and each of the three levels (9-12, 7-8, and TK-6) put in place a professional development committee to ensure that the staff development was intensive, sustained, and continuous. Updated assessment plan for ELA and math. Met with site principals and teacher leaders to identify and implement interim assessments for ELA and math, grades 3-8 and 11. This action will continue in 2016-17.	\$50,000 (teacher salaries unrestricted general fund) One Professional Development Day			
Scope of service: Districtwide			Scope of service: Districtwide				
___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____			___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____				
1.4 Provide student orientations and trainings on responsible digital citizenship and internet safety		No cost Part of the instructional day	In September all sites completed a digital training and student orientation. This included internet safety curriculum. Each site had an extensive training on cyber bullying.	No cost Part of the instructional day			
Scope of service: Districtwide			Scope of service: Districtwide				
___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____			___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____				
1.5 Recruit and retain highly trained staff		\$29,000 teacher salary unrestricted general fund BTSA/Induction and professional development, restricted, Title I	OUSD had 14 first and second year teachers participate in the Induction Program through Ventura County Office of Education. It had been past practice in OUSD to have new teachers pay a portion of the induction (BTSA program) costs. With new funding sources such as the Educator Effectiveness funds, the district will pay the candidates costs, the master teacher stipends, and other costs as needed.	\$44,500 (Restricted: Title I, Professional Development, Title IIA, Professional Development, Educator Effectiveness Funds (6264) (Part 1)			

<p>Scope of service: Districtwide</p> <p>x 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>	<p>Scope of service: Districtwide</p> <p>x 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 <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>1.6 Provide targeted assistance to low income students in career/college readiness activities and guidance.</p>	<p>Counselors \$83,000 1.27 FTE (Unrestricted general fund)</p> <p>College/Career Specialist \$51,000 .19 FTE (Unrestricted general fund classified support)</p>	<p>Counselors \$83,000 1.27 FTE (Unrestricted general fund)</p> <p>College/Career Specialist \$51,000 .19 FTE (Unrestricted general fund classified support) CC Foundations class (SB1070 & VC Innovates)</p>
<p>Scope of service: High School</p> <p>___ 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 <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Scope of service: High School</p> <p>___ 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 <input type="checkbox"/> Other Subgroups:(Specify) _____ SWD _____</p>	
<p>1.7 Provide backpacks for high need students; Liaison for homeless students gathers donated backpacks and supplies</p>	<p>\$2,000 (Restricted general fund, Title I, teacher stipend)</p> <p>All sites had donated backpacks and school supplies to give to students in need. The donations were from individuals, service clubs, and churches. See 2.10, 3.5</p>	<p>No cost All supplies were donated.</p>
<p>Scope of service: Districtwide</p> <p>___ ALL</p> <p>OR:</p> <p><input checked="" 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>Scope of service: Districtwide</p> <p>___ ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>1.8 Offer differentiated instruction in a smaller class setting for high need students; Provide two sections of small classes</p>	<p>\$28,000 .4 FTE (Restricted Title I,</p> <p>Matijilla offered a reading support class and an ELD supplemental social studies class.</p>	<p>\$28,000 .4 FTE (Restricted Title I,</p>

		teacher salary)		teacher salary)	
Scope of service:	Junior high school		Scope of service:	Junior high school	
<input 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) _____			<input 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) _____		
1.9 Offer differentiated instruction in a smaller class setting for high need students. Provide small classes in literacy, geoscience, math, and English 9		\$60,000 .8 FTE (Unrestricted general fund teacher salary)		<p>Northhoff High School offered smaller classes in geoscience, literacy, and math lab. Northhoff also provided after school math help 2 days/week for one hour; offered re-teaching in ten subjects during seminar period to struggling students, and offered the Academic Success class during school for 30 students.</p> <p>One support class was offered during 7th period for special education students. Chaparral High School offered an afternoon tutorial 4 days per week for students who needed additional support in writing and in math.</p> <p>Chaparral offered one-on-one and small group writing tutors twice weekly (community members volunteer as the tutors).</p> <p>Chaparral offered 2 writing seminars to help struggling students, and offered seminars in literary analysis in the spring.</p> <p>NHS offered 2 Gen Ed Directed Studies classes.</p>	<p>\$56,000 .8 FTE (Unrestricted general fund teacher salary)</p> <p>After Schoo math \$2,500 (Hourly, Northhoff Parent Association donation)</p> <p>Academic Success \$28,000 .4 FTE (Unrestricted, General Fund, Teacher salary)</p> <p>\$14,000 .2 FTE (Unrestricted General Fund, Teacher Salary)</p> <p>NC-Chaparral Directed Studies, \$28,000, .4 FTE (Unrestricted General Fund, Teacher Salary)</p>
Scope of service:	High School		Scope of service:	High School	
<input 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) _____			<input 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) SWD _____		
1.10 Provide interventions for high risk students before, during, and after school. Provide extra intervention support for those students who are struggling.		\$16,000 (Restricted general fund teacher hourly)		<p>The elementary sites initiated an intervention program for regular education students who were struggling academically. The classes were taught by a credentialed teacher who was paid hourly. Additional hours were added during the third trimester.</p> <p>Interventions at the elementary school included online programs, reading volunteers, and designated staff to provide differentiation.</p>	<p>\$20,000 for TK-6 (Certificated teacher, hourly, General Fund)</p> <p>\$42,000 for 7-8 (Unrestricted, General Fund, .6 FTE)</p>

<p>Scope of service: K-8</p> <p>___ ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils ___ English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient ___ Other</p> <p>Subgroups:(Specify) ___ SWD _____</p>		
<p>1.11 Offer a summer school program for English learners for grades K-5.</p> <p>Scope of service: Elementary</p> <p>___ ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" 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>(Restricted general fund, Title III)</p> <p>\$38,000</p>	<p>Matilija offered a math 7 support class and a general education directed studies classes for grades 7 and 8. The three junior high classes were taught by a contracted certificated teacher.</p> <p>Scope of service: K-8</p> <p>___ ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils ___ English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient ___ Other</p> <p>Subgroups:(Specify) ___ SWD _____</p>
<p>1.12 Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English Learners receive support in accessing CCSS; Utilize VCOE for continued EL training for both certificated and classified staff</p> <p>Scope of service: Districtwide</p> <p>___ ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient ___ Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$4,500 (Restricted general fund, Title III, conferences/training)</p>	<p>USD offered a summer school program for English learners K-5 during the summer of 2015. We had budgeted for 100 students; however, we enrolled 60 students. The estimated annual expenditure was adjusted based on two fewer teachers and a smaller order of supplemental instructional materials. Students in the 5 Years or More Cohort, scored almost 75% proficient on the CELDT (51% is the state target). In both math and reading using <i>Lexia</i> and <i>Dreambox</i> students performed at least 5% or better on post- assessment compared to the pre- assessment.</p> <p>Scope of service: Elementary</p> <p>___ ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient ___ Other</p> <p>Subgroups:(Specify) _____</p>
<p>1.12 Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English Learners receive support in accessing CCSS; Utilize VCOE for continued EL training for both certificated and classified staff</p> <p>Scope of service: Districtwide</p> <p>___ ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient ___ Other</p> <p>Subgroups:(Specify) _____</p>	<p>Junior High ELD teacher attended trainings at VCOE throughout the year. See also 3.4</p> <p>One site with the highest number of English Learners contracted with VCOE to conduct intensive on site training in ELD. As a result of the training, Meiners Oaks initiated a Language period every day for the entire year. The students are grouped according to language ability. The teachers rotate their assignments. The site will compare the 205-16 data with 2016-17 data.</p> <p>Scope of service: Districtwide</p> <p>___ ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient ___ Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$5,300 (Restricted general fund, Title III, conferences/training)</p>

<p>1.13 Provide counseling for emotional and academic supports in order to decrease the adverse effects of school mobility.</p>	<p>Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)</p>	<p>Nordhoff had 2.4 academic counselors in 2015-16, one of whom was bilingual. See 1.6, 3.3 The mental health clinician was on the junior high campus twice/week in addition to the counselors from Clinicas and the mental health interns. See 2.5, 2.6, 3.3 Each site had MFT interns to support general education students. See 3.3, 5.5, 5.10 Chaparral teachers each provided academic counseling for 15 students on a regular basis. 1 district-provided counselor and one Clinicas counselor were available and provided one-on-one emotional support and counseling for students as needed. Each was available for 4 hours per week. District counselor and mental health clinician led a Teen Topics group which met weekly for forty five minutes during the third quarter. Also Intensive Social Emotional Supports (ISES) for SPED was provided. Anecdotal evidence suggests that most at-risk students feel supported. This is indicated by grades, attendance rates, citizenship points, and suspensions. The School Climate Report Card for Middle School on the CHKS indicates a School Climate Index of 471 out of 500, for example. See also 5.10</p>	<p>Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, class fed support mental health) MFT Interns (HELP of Ojai donation)</p>
<p>Scope of service: All schools</p> <p>OR: ___ ALL ___ Low Income pupils ___ English Learners ___ x Foster Youth ___ Redesignated Fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>ELD staff, counselors, EL site coordinators \$42,000 .6 FTE (Unrestricted general fund, teacher salary) \$32,000 (Unrestricted general fund, teacher hourly) \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE (Unrestricted general fund, teacher hourly) \$45,000 1.7 FTE (Restricted general fund, Title III, classified)</p>	<p>Scope of service: All schools</p> <p>OR: ___ ALL ___ Low Income pupils ___ English Learners ___ x Foster Youth ___ Redesignated Fluent English proficient ___ Other Subgroups:(Specify) SWD _____</p> <p>Nordhoff High School added additional hours to the Instructional Aide who worked in the ELD class. Staff worked with students in the Academic Support class. The junior high ELD teacher monitored academic progress of RIEEP d students each trimester. Some of the students became part of the SST process to assess for academic or social-emotional or 504 or special education eligibility. Students who needed additional support were provided intervention courses, such as math support 7, general education directed studies, reading support. They were also encouraged to attend math help after school twice weekly. At the elementary sites, staff provided intervention through online programs, differentiated instruction, and daily language groups as part of the instructional day. See also 2.11</p>	<p>ELD staff, counselors, EL site coordinators \$42,000 .6 FTE (Unrestricted general fund, teacher salary) \$32,000 (Unrestricted general fund, teacher hourly) \$49,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE (Unrestricted general fund, teacher hourly) \$45,000 1.7 FTE (Restricted general fund, Title I I, classified) \$53,000 2.C FTE</p>
<p>1.14 Provide additional academic assessment and support for reclassified students who have not made adequate progress.</p>	<p>ELD staff, counselors, EL site coordinators \$42,000 .6 FTE (Unrestricted general fund, teacher salary) \$32,000 (Unrestricted general fund, teacher hourly) \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE (Unrestricted general fund, teacher hourly) \$45,000 1.7 FTE (Restricted general fund, Title III, classified)</p>	<p>Scope of service: All schools</p> <p>OR: ___ ALL ___ Low Income pupils ___ English Learners ___ x Foster Youth ___ Redesignated Fluent English proficient ___ Other Subgroups:(Specify) SWD _____</p> <p>Nordhoff High School added additional hours to the Instructional Aide who worked in the ELD class. Staff worked with students in the Academic Support class. The junior high ELD teacher monitored academic progress of RIEEP d students each trimester. Some of the students became part of the SST process to assess for academic or social-emotional or 504 or special education eligibility. Students who needed additional support were provided intervention courses, such as math support 7, general education directed studies, reading support. They were also encouraged to attend math help after school twice weekly. At the elementary sites, staff provided intervention through online programs, differentiated instruction, and daily language groups as part of the instructional day. See also 2.11</p>	<p>ELD staff, counselors, EL site coordinators \$42,000 .6 FTE (Unrestricted general fund, teacher salary) \$32,000 (Unrestricted general fund, teacher hourly) \$49,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE (Unrestricted general fund, teacher hourly) \$45,000 1.7 FTE (Restricted general fund, Title I I, classified) \$53,000 2.C FTE</p>

	<p>\$53,000 2.0 FTE (Unrestricted general fund, classified) \$4,000 (Restricted general fund, Title III, teacher stipend)</p>		<p>(Unrestricted general fund, classified) \$4,000 (Restricted general fund, Title III, teacher stipend)</p>
<p>Scope of service: Districtwide</p> <p>OR: <input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input 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>Scope of service: Districtwide</p> <p>OR: <input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input 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>	<p>As a result of stakeholder engagement and review of progress, the following changes will be made: Much redundancy was noted in Actions and Services in all five goals in the 2015-16 Plan. OUSD will eliminate the duplication of actions and services in the 2016-17 Plan by reducing the number of goals from five to four. When looking at the Actual Annual Measurable Outcomes, it is important to understand that OUSD has been in declining enrollment since 1998. This is especially critical when numbers of students are used in the metric. Our high school has declined by 458 students over the last decade. It is essential to note that Nordhoff is a relatively small school with many singleton AP course offerings: it's, master scheduling conflicts sometimes prohibit students from taking all the AP courses they desire to take. Despite this fact, Nordhoff had a 9% increase of students taking AP classes. This is consistent with the philosophy of Nordhoff. "We want students to better prepare for college with exposure to college level classes. We want not only students to get into college, but we want them prepared to handle the increased rigor." Nordhoff has had an 87% freshmen retention rate compared to the national average of 78%. Also Nordhoff has made a commitment, at 700-800 students, to retain a very high percentage of the AP offerings. Nordhoff believes in stretching students. Even though the AP pass rate peaked in 2012 at 76% and declined in 2015 to 61%, often Nordhoff administration will enroll as many students as possible based on the University of Texas study: "...Even if an AP student who took the course and exam scores two out of a possible five points on an AP test-and most universities require at least a score of three-he/she still tends to do better in college than students who don't take AP courses or who skip the AP exam." The high school will continue to track trends for AP in both score rates, enrollment, number of tests, and pass rate. This may result in some changes in actions and services. The number of English Learners attaining English proficient level on the CELDT also went down from 22% to 19%. This is the cohort of students who have been in the program fewer than five years. The district will again offer a summer academy for those students. It was offered for the first time in the summer of 2015, however, word-of-mouth publicity indicates that parents will be more apt to sign up their children in 2016. OUSD will continue the actions from the 2015-16 plan; however, their efficacy will be enhanced by looking at our District Self-Assessment. This will start in 2016-17. Looking at our high Students with Disabilities (SWD) numbers, we will continue our efforts to provide early intervention in regular education classes. The district had a drop of initial assessments from 80 to 54 among K-6 students and from 49-23 among secondary students. Also, more cohesive and sustained professional development is needed in order to address the area of student achievement for all students and especially English Learners. OUSD needs a system to identify, train, and support teacher leaders. In addition to professional development for teacher leaders, OUSD will utilize VCOE to help develop identify and systematize the use of benchmarks across the district. This will include updating the assessment plan for both ELA and math. For NGSS, the high school will not implement a freshman class to "pioneer" a new course progression; however, the science teachers are working closely with VCOE to transition some of the "what" and "how" in teaching and assessing in science classes to better align with NGSS. Changes in the transition to NGSS within existing classes will include slight shifts in what concepts will be addressed in each class as defined by a "laying out/distribution" of performance expectations in the NGSS to ensure all exist in the curriculum over three years of science at the high school. Student activities within a unit (both lessons and assessments) will be designed with the NGSS performance expectations in mind. The shifts will look different both in their nature of approach & outcome.</p>		

Original GOAL from prior year LCAP:		2 Create safe and welcome learning environments where students attend and are connected to school		Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All students	Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:		
	Increase district-wide attendance rate by 2%. Decrease middle school drop out rate by 1 student. Decrease high school drop out rate by 1% Decrease suspension rate by 1% Decrease the number of expulsions by .1% Decrease the number of chronic absentees by .5% Increase school connectedness as measured by district survey by 1% compared to Ventura County.	District P2 Attendance Rate: 2014-15-95%; 2015-16- 95.1% Middle School Drop Outs: 2013-2; 2014-1 High School Drop Out Rate: 2013-4.1%; 2014-4.8% Suspension Rate: 2013-3.4%; 2014-2.7% Expulsions: 2013-0; 2014-0 Chronic Absenteeism: (Based on P2) 2014-15-8%; 2015-16-13% School Connectedness: 2013-14:315 (MJHS); NA (NHS) 2015-16: 410 (MJHS); 295 (NHS) 7th-74%; 9th-53%; 11th-37%			
LCAP Year: 2015-16					
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures	
2.1 Replace antiquated heating, ventilation and air-conditioning systems; repair or replace deteriorating plumbing, sewer systems and leaky roofs; upgrade athletic fields and some other outdoor facilities; make health, safety, and security improvements; provide clean, well-maintained learning environments; maintain custodians.		\$281,000 7.75 FTE (Unrestricted general fund classified support) Bond money; amount TBD by Bond Oversight Committee	Custodians were maintained at current level. Roofing, HVAC, building infrastructure and outdoor/athletic facilities will be part of future upgrade associated with bond measure improvements. New custodial cleaning chemicals with dilution control system was introduced district wide and implemented with extended on-site training (Sept-Oct. 2015) Also in October, the district had a professional development day for classified staff. Some classified staff had sessions on safety, proper protocol for lunch supervision, and other related issues. Safety meetings were held monthly at the district office. Attendees included site custodians and the director of MOT. The Ventura County Health Department conducted visitations in February to check kitchens for pests and hand-washing facilities. The junior high bleachers were repaired and the seating was replaced as necessary. See also 3.1	\$281,000 7.75 FTE (Unrestricted general fund classified support) Dilution Control-\$3,000 Training-\$600 Bleachers-\$5,000 (Unrestricted, General Fund, Maintenance)	
Scope of service:	Districtwide		Scope of service:	Districtwide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

<p>___Foster Youth ___ Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p>		<p>___Foster Youth ___ Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p>	
<p>2.2 Offer a new freshmen course "College and Career Readiness" designed to enhance the freshmen experience. Continue with the Associate Teacher (peer tutoring) program at Nordhoff High School.</p>	<p>Grant-funded (SB1070 and VC Innovates Round 2) NC</p>	<p>Nordhoff implemented a new freshmen class "College and Career Readiness". See 1.6</p>	<p>Grant-funded (SB1070 and VC Innovates Round 2) NC</p>
<p>Scope of service: High School</p> <p>___ x ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>		<p>Scope of service: High School</p> <p>___ x ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	
<p>2.3 Implement a district-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments. Monitor implementation of school safety plans</p>	<p>No Cost Part of administration cost</p>	<p>New USDA mandate required all Nutrition Service staff to have continuing education hours per year based on the employment job description. NS staff received 11 hours of in-service education in the area of food safety, knife safety, marketing, and recipe development to satisfy the 2015/16 SY requirement. Each site provided release time for staff to attend district safety meetings. The staff then returned to sites and implemented site improvements. District custodial held training for chemical usage and safe work practices with vendor site demonstration of cleaning techniques (Oct. 2015).</p>	<p>No Cost Part of administration cost and MOT cost.</p>
<p>Scope of service: Districtwide</p> <p>___ x ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>		<p>Scope of service: Districtwide</p> <p>___ x ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	
<p>2.4 Promote opportunities and incentives to increase attendance rates at all school sites</p>	<p>Saturday school \$2,000 (Unrestricted general fund teacher hourly) SARB \$6,500 (Unrestricted general fund district attorney services)</p>	<p>Chaparal offered incentives daily for on time students (caught being good ticket), as well as weekly (snack reward and opportunity for early out on Friday, if student had completed academic work) Students made up tardies or absences by staying for the afternoon program at the continuation high school. The elementary sites offered incentives such as lunch passes, Saturday School, annual attendance awards. Also principals promoted good attendance with the importance of attendance highlighted in weekly newsletters to parents. One site put attendance rates in the newsletter by class. All sites used the SARB process.</p>	<p>Saturday school \$2,000 (Unrestricted general fund teacher hourly) SARB \$6,500 (Unrestricted general fund district attorney services)</p>

<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</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>		<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 <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>2.5 Provide bullying prevention training.</p>	<p>Olweus Bully Prevention \$3,000 (Unrestricted general fund services)</p>	<p>MHS students were taught about bullying at the start of the year through assemblies on harassment/bullying, cyber bullying, and sexual harassment. Students were reminded and expectations were reinforced consistently and fairly. The anti-bullying policy was printed in the student handbook and placed on the website. Parents were informed of the junior high policies at the beginning of the year.</p> <p>Several parent meetings on bullying were held at sites by our Mental Health Clinician. See 1.13, 2.6</p> <p>All the elementary sites had posters hung, incident forms available. In addition sites held sessions on Girls Empowerment and Boys Integrity. A speaker came in October for grades 7-8 with an anti bullying message.</p> <p>District will not continue with Olweus Bully Prevention training because most of our teachers have been trained. Teachers continue to use Olweus Bully Prevention in their classrooms, however. OUSD places a high priority on anti-bullying and will look at other research-based programs for 2016-17 if we need something new. Our mental health clinician leads the efforts in anti-bullying by providing training, workshops, counseling, and speakers</p>	<p>Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)</p>
<p>Scope of service: Districtwide</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>		<p>Scope of service: Districtwide</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 <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>2.6 Identify and administer social/emotional assessments in order to target the needs of low income students and foster youth</p>	<p>School psychologists \$25,000 .32 FTE (Unrestricted general fund pupil support)</p>	<p>The SST process was active at all sites. "Time In" counseling was provided at one site.</p> <p>Mental Health Clinician and the MFT Interns were actively assessing students throughout the year at all sites. See 1.13, 2.5</p> <p>All new CHS students completed an orientation, which incorporated social/emotional assessments.</p> <p>See also 5.8</p>	<p>NC for SST process Counseling (Medi-Cal School Based Funding) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health) MFT Interns (donation from Help of Ojai)</p>

<p>Scope of service: Districtwide</p> <p>___ ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils ___ English Learners</p> <p><input type="checkbox"/> Foster Youth ___ Redesignated Fluent English proficient</p> <p>___ Other Subgroups:(Specify) _____</p>		<p>Scope of service: Districtwide</p> <p>___ ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils ___ English Learners</p> <p><input type="checkbox"/> Foster Youth ___ Redesignated Fluent English proficient ___ Other Subgroups:(Specify) _____</p>	
<p>2.7 Implement a positive behavioral intervention system.</p>	<p>Cost of awards/incentives \$1,500 (Unrestricted general fund, supplies)</p>	<p>CHS had weekly raffle, Honor Roll, Pizza reward for students who met quarterly credit goal, Rising Star award for students who might not have met goal, but who had made significant improvements in academic, attendance, and behavioral areas.</p> <p>MJHS implemented a positive behavior intervention system. This included tracking citizenship points, pre-teaching expectations, posting signage, and reinforcing expectations.</p> <p>Elementary sites held weekly drawings; handed out Good tickets; had assemblies, in addition to implementation of CHAMPS. Positive behavior was discussed in weekly newsletters and addition to Character Trait of the Month.</p> <p>See also 5.9</p>	<p>Cost of awards/incentives \$500 (Unrestricted general fund, supplies)</p>
<p>Scope of service: All schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated Fluent English proficient</p> <p>___ Other Subgroups:(Specify) _____</p>		<p>Scope of service: All schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated Fluent English proficient ___ Other Subgroups:(Specify) _____</p> <p>Nordhoff High School offered and extended the option of a reduced fee AP test based on the same qualifications as free/reduced fee lunches (federal thresholds). MAESTRO, the music fundraising/booster club, offered scholarships/support for needy students . All sports participation was free; teams held fundraisers in which students could participate in order to help pay for gear and transportation if necessary.</p> <p>PTA/PTO, individual parents donated funds to ensure equal access for all students.</p> <p>The estimated actual expenditure for this action was less than anticipated due to the generosity and fundraising efforts of the community, service clubs, PTA/PTO, and specific parent groups.</p>	
<p>2.8 Provide scholarships for field trips, extra curricular activities, athletic equipment, AP fees, yearbooks, musical instruments, etc. ; Site administration ensures that every student has access.</p>	<p>\$5,000 (Unrestricted general fund supplies/field trips)</p>		<p>\$1,000 (Unrestricted general fund supplies/field trips)</p>
<p>Scope of service: All schools</p> <p>___ ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils ___ English Learners</p>		<p>Scope of service: All schools</p> <p>___ ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils ___ English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>
<p>2.9 Ensure that foster youth have access to sports and extracurricular activities.</p>	<p>Administration, counselors, teachers No cost Part of duties</p>	<p>Sites provided scholarships for both foster and low income students for field trips, fees, extracurricular activities.</p> <p>NC</p>
<p>Scope of service: All schools</p> <p>____ ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: All schools</p> <p>____ ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>
<p>2.10 Ensure that the Foster Youth liaison has adequate time, knowledge, and resources to fully execute the responsibilities.</p>	<p>Liaison for homeless students \$2,000 (Restricted general fund, Title I, teacher stipend)</p>	<p>Liaison for homeless students \$2,000 (Restricted general fund, Title I, teacher stipend)</p>
<p>Scope of service: Districtwide</p> <p>____ ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: Districtwide</p> <p>____ ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>
<p>2.11 Provide counseling for redesignated students who have not made adequate progress or demonstrate attendance/behavior issues.</p>	<p>ELD staff, counselors, EL site coordinators \$42,000 .6 FTE (Unrestricted general fund, teacher salary) \$32,000 (Unrestricted general fund, teacher hourly) \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE (Unrestricted general fund, teacher hourly) \$45,000 1.7 FTE</p>	<p>ELD teacher counseled EL students not making adequate progress. The "Time In" counselor at one elementary site counseled redesignated students who needed guidance. Attendance conferences were held at sites with principal, assistant principal, counselor, parents, and students. See also 1.14, 4.8</p> <p>ELD staff, counselors, EL site coordinators \$42,000 .6 FTE (Unrestricted general fund, teacher salary) \$32,000 (Unrestricted general fund, teacher hourly) \$49,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE (Unrestricted general fund, teacher hourly) \$45,000 1.7 FTE</p>

<p>Scope of service: Districtwide</p> <p>___ ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ x Redesignated fluent English proficient</p> <p>___ Other Subgroups:(Specify) _____</p>	<p>(Restricted general fund, Title III, classified)</p> <p>\$53,000 2.0 FTE (Unrestricted general fund, classified)</p> <p>\$4,000 (Restricted general fund, Title III, teacher stipend)</p>	<p>Scope of service: Districtwide</p> <p>___ ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ x Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>(Restrictec general fund, Title III, classified)</p> <p>\$53,000 2.0 FTE (Unrestricted general fund, classified)</p> <p>\$4,000 (Restrictec general fund, Title III, teacher stipend)</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>	<p>As a result of stakeholder engagement and review of progress, the following changes will be made: OUSD will continue to make attendance a high priority and especially target the chronically absent. District will not continue with Olweus Bully Prevention training because most of our teachers have been trained. Teachers continue to use Olweus Bully Prevention in their classrooms. However, OUSD places a high priority on anti-bullying and will look at other research-based programs for 2016-17 if we need something new. Our mental health clinician leads the efforts in anti-bullying by providing training, workshops, counseling, and speakers. This will continue in 2016-17. This is an area in which we put resources. It is a priority among staff, families, and the community. Anecdotal evidence suggests that most students feel supported at school. This is indicated by grades, attendance rates, citizenship points, and suspensions. The School Climate Report Card for Middle School on the CHKS indicates a School Climate Index of 471 out of 500, for example.</p>	<p>Related State and/or Local Priorities:</p> <p>1 ___ x 2 ___ x 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___</p> <p>COE only: 9 ___ 10 ___</p> <p>Local : Specify _____</p>	<p>OUSD will use the California Healthy Kids Survey to measure school connectedness and compare with previous administration of the survey. The secondary level results of the CHKS were shared with secondary administration. Some of our actions have shown to be effective as we have a very low suspension and expulsion rate. The district attendance rate is at 95% despite those students who are chronically absent. The chronically absent will be a focus in 2016-17.</p>
<p>Original GOAL from prior year LCAP:</p>	<p>3 Provide students with the instructional materials, quality teachers, and appropriate facilities that will promote a balanced educational program.</p>	<p>Schools: All schools</p> <p>Applicable Pupil Subgroups: All students</p>	<p>Expected Annual Measurable Outcomes: All students will have sufficient instructional materials. All teachers will be HQT and have ELL authorization to teacher ELD based on CMIS. All sites will be inspected annually and deficiencies corrected.</p>
<p>LCAP Year: 2015-16</p>			

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
3.1. Replace antiquated heating, ventilation and air-conditioning systems; repair or replace deteriorating plumbing, sewer systems and leaky roofs; upgrade athletic fields and some other outdoor facilities; make health, safety, and security improvements; provide clean, well-maintained learning environments.		Bond money; Amount TBD by Bond Oversight Committee Maintenance and grounds \$197,000 4.0 FTE (Unrestricted general fund classified support)	Sites were maintained by Building & Grounds. Roofing, HVAC, building infrastructure and outdoor/athletic facilities will be part of future upgrade associated with bond measure improvements. New custodial cleaning chemicals with dilution control system was introduced District wide and implemented with extended on-site training (Sept-Oct 2015) Also in October, the district had a professional development day for classified staff in addition to certificated staff. Some classified staff had sessions on safety, proper protocol for lunch supervision, and other related issues. The junior high bleachers were repaired and the seating was replaced as necessary.	\$197,000 4.0 FTE (Unrestricted general fund classified support) Dilution Control-\$3,000 Training-\$600 Bleachers-\$5,000 (Unrestricted, General Fund, Maintenance)
Scope of service: Districtwide x ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____			See also 2.1 Scope of service: Districtwide x ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	
3.2. Provide CCSS-aligned instructional materials for every student	Textbooks/Instructional materials \$80,000 (General Fund/Restricted Lottery)	OUSD purchased fully CCSS aligned math textbooks for TK-12 for 2015-16 SY. Much of the expense of the K-5 program was the teacher kits that will be used over the life (six years) of the adoption. The kits were \$1,500 per teacher. Established ELA/ELD adoption committee to look at pilots for 2016-17. Some elementary sites used <i>Common Core Coach</i> to supplement the old ELA series. See 1.1	K-5 math: \$125,000 6: \$31,602 7-8: \$67,033 9-12: \$52,477 (General Fund, Restricted CCSS, Restricted Lottery)	
Scope of service: All schools x ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____			Scope of service: All schools x ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	
3.3 Offer a multi-tiered system of supports (academic and behavioral) to address student's academic and emotional needs. Include a summer school math offering for incoming 7th graders.	Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE	Nordhoff High School redesigned SST procedures; added Academic Success class, retained the associate teacher reteaching program, and retained smaller classes in math, science, and English support classes. Matilija offered a summer school class to selected incoming 7th grade students in critical elements of 6th grade standards. Enrollment was based on 6th grade teacher recommendation.	Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE	

<p>Scope of service: All schools</p>	<p>(Restricted general fund, classified support mental health) Summer School \$3,000 (Unrestricted, general fund, instructional materials and teacher salary)</p>	<p>National School Breakfast program operated during summer session for all students in attendance. Elementary sites offered reading intervention, online intervention, "Time In" counseling at one site, Read Aloud and Proud, and other strategies recommended by the SST. One site had an annual At-Risk marathon where students were discussed and plans set up.</p> <p>See also 1.6, 1.13, 2.5, 2.6, 3.3, 5.5, 5.10</p>	<p>(Restricted general fund, classified support mental health) Summer School \$3,000 (Unrestricted, general fund, instructional materials and teacher salary) Counselor (Med-Cal School Based Funds)</p>
<p>Scope of service: All schools</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>		<p>Scope of service: All schools</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>	
<p>3.4 Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English Learners receive support in accessing CCSS; Utilize VCQE for continued EL training for both certificated and classified staff</p>	<p>\$4,500 (Restricted general fund, Title III, conferences/training)</p>	<p>All sites participated in off-site training to increase teachers' understanding of ELD standards and how to ensure that English Learners receive support in accessing CCSS.</p> <p>One site with the highest number of English Learners contracted with VCQE to conduct intensive on-site training in ELD.</p> <p>Junior High ELD teacher attended training at VCQE throughout the year.</p> <p>See also 1.12</p>	<p>\$5,300 (Restricted general fund, Title III, conferences/training)</p>
<p>Scope of service: All schools</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" 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>Scope of service: All schools</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" 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>3.5 Ensure that the Foster Youth liaison has adequate time, knowledge, and resources to fully execute the responsibilities.</p>	<p>Liaison for homeless students \$2,000 (Restricted general fund, Title I, teacher stipend)</p>	<p>Foster youth were provided free access to all activities at all sites.</p> <p>See also 2.10, 1.7</p>	<p>Liaison for homeless students \$2,000 (Restricted general fund, Title I, teacher stipend)</p>
<p>Scope of service: All schools</p>		<p>Scope of service: All schools</p>	

ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		As a result of stakeholder engagement and review of progress, the following changes will be made: Much redundancy was noted in Actions and Services in all five goals in the 2015-16 Plan. OUSD will eliminate the duplication of actions and services in the 2016-17 Plan by reducing the number of goals from five to four. Goal Three will be combined with Goal One for the 2016-17 Plan. The five actions in Goal 3 were found in other goals--this occurred most often in Goal One.	
Original GOAL from prior year LCAP:	4. Engage parents and families to support student success in school	Related State and/or Local Priorities: 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	Sites will track attendance at parent conferences. Back to School Nights, Open House, and other events. Sites will communicate with parents at least once per month. Site administration will monitor SSC to ensure 100% compliance with state/federal laws. Each site will have at least one parent/guardian member representative at all DELAC (COPA), Parent Advisory Committee, and Stakeholder meetings.	Actual Annual Measurable Outcomes:	Attendance at elementary parent conference was 98%. All sites communicated with parents at least once per month. Site administrators monitored the SSC to ensure compliance with state and federal regulations. Each site had parent representatives at all required meetings.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 Upgrade inadequate electrical systems for modern technology in order to increase communication with families and the community through an enhanced website, Student Information System, email, and other electronic communication.	Amount TBD by the Bond Oversight Committee	Upgraded electrical systems for servers. Purchased UPS equipment which kept the network gear running in an outage. See 1.1	\$2,400 on servers (SBAC Technology Upgrade Funds/Restricted) \$1,800 for UPS equipment (General Fund/Unrestricted Technology Budget)
Scope of service:	Districtwide	Scope of service:	Districtwide
X ALL		X 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>4.2 Provide opportunities for parents to participate in site/district activities that increase skills as partners in education</p>	<p>Child care \$400 (Unrestricted general fund, services)</p>	<p>Parent attendance at high school ELAC meetings doubled from three parents to six parents. (The high has only 40 English Learners.) The bilingual counselor attended the ELAC meetings at the high school. High School School Site Council participation also increased from 10 to 15 participants. Nordhoff Parent Association met monthly. Adult ESL program started in Winter 2016, including childcare to improve access. MJHS offered a Parent Support Night in the fall. Elementary sites had PTO/PTA meetings, classroom volunteers, fundraisers and surveys for parents.</p>	<p>NC \$60,000 (Adult Education Block Grant)</p>
<p>Scope of service: All schools</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>Scope of service: All schools</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>4.3 Communicate regularly with parent/guardians through website, phone outreach, mailings and meetings.</p>	<p>Printing \$8,000 Connect Ed \$2,500 Translation \$5000 (Unrestricted general fund services)</p>	<p>Nordhoff High School implemented ParentEdge, a daily HW text for parents, Nordhoff daily bulletin was posted daily on website in addition to the quarterly newsletters. Chaparral had 4 on-site events for parents: Orientation, Back to School Night, Holiday Bazaar (by career-tech students), and a Winter Parent Night. Newsletters were mailed quarterly with student reports. Website was maintained at all sites. Naviance includes parent and student portals at Chaparral High School. MJHS communicated regularly with parent and guardians through website, Blackboard Connect, e-mailings, e-newsletters, and meetings. Parents in the K-6 environment used Remind 101, social media, and newsletters. See 4.8</p>	<p>Connect Ed \$2,500 Translation \$5000 (Unrestricted general fund services)</p>
<p>Scope of service: All schools</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>Scope of service: All schools</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>4.4 Plan and promote activities that highlight student successes.</p>	<p>Communication and publicity costs \$2,500</p>	<p>Nordhoff sent home congratulatory letters to students who earned an A in citizenship. NHS also sent home congratulatory letters to students on the honor roll.</p>	<p>NC</p>

<p>Scope of service: All schools</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>	<p>(Unrestricted general fund services)</p>	<p>MJHS maintained an Honor Society, honor roll, students of the trimester, promotion awards, photos and descriptions in e-newsletters K-6 had student assemblies, plays, Math Super Bowl and Spelling Bee. The Rotary Club sponsored a PE student of the Month. The budgeted amount was unnecessary. All sites had activities that promoted student success through flyers, website, or newsletters. These costs were not disaggregated.</p>	
<p>4.5 Provide resources for increased outreach efforts to low income families.</p> <p>Scope of service: All schools</p> <p><input 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>	<p>Site communication expenses \$1,000 (Unrestricted general fund services)</p>	<p>OUSD collaborated with First Five in addition to our other avenues of communication. District and First Five jointly held a Family Forum on kindergarten readiness. Attendance was a requirement for First Five Scholarship recipients. OUSD also reached out to Head Start for the K readiness forum.</p>	<p>NC (\$250, First Five funding)</p>
<p>4.6 Continue a monthly outreach to all Spanish speaking parents to serve as a support entity. Parents will generate ideas for the monthly topics/speakers. Parents will evaluate the program at the end of the year and make suggestions for the following year.</p> <p>Scope of service: All schools</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" 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>Cost of speakers, printing, bus (field trips to colleges). \$3,000 (Restricted general fund, Title III, services)</p>	<p>The district held nine monthly sessions on topics ranging from mental health, to nutrition to homework help to all Spanish speaking parents. The junior high administrator also organized a field trip and tour at Cal State Channel Islands.</p>	<p>\$500 for field trip (Rotary grant)</p>
<p>4.7 Improve communication to foster guardians.</p> <p>Scope of service: All schools</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" 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>Site communication expenses</p>	<p>The district liaison for homeless/foster students used social media, and call phones to communicate with foster guardians.</p>	<p>Liaison for homeless students</p>

<p>Scope of service: Districtwide</p> <p>___ ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ x Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups:(Specify) _____</p>	<p>\$1,000 (Unrestricted general fund services)</p>	<p>See 1.7, 2.10, 3.5</p> <p>Scope of service: Districtwide</p> <p>___ ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ x Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$2,000 (Restricted general fund, Title I, teacher stipend)</p>
<p>4.8 Increase and improve parent/guardian communication and support regarding the progress of redesignated students.</p> <p>Scope of service: All schools</p> <p>___ ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups:(Specify) _____</p>	<p>Site communication expenses \$1,000 (Unrestricted general fund services)</p>	<p>Progress reports, student conferences, monitor forms, and Parent Connect were all tools used to communicate with parents of redesignated students. See 2.11, 4.3</p> <p>Scope of service: All schools</p> <p>___ ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>Connect Ed \$2,500 Translation \$5000 (Unrestricted general fund services)</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>	<p>As a result of stakeholder engagement and review of progress, the following changes will be made: OUSD will continue to offer District level parent education opportunities for Spanish-speaking parents through Comunidad de Orientacion Pro-Académica (COPA). During several meetings this year, parents indicated that they would like simultaneous translation at district and site meetings instead of meeting before or after general meetings. OUSD will partner with Rotary Club to purchase headsets to accommodate the need. During the COPA meetings it was also apparent that parents are concerned about internet safety, financial aid for post high school and student mental and physical health. Parents also want to know how to navigate the educational environment. We will continue the outreach on those topics.</p>	<p>Related State and/or Local Priorities: 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____</p>	
<p>Original GOAL from prior year LCAP: 5 Promote student emotional and physical well-being</p> <p>Goal Applies to: Schools: All schools Applicable Pupil Subgroups: All students</p> <p>Expected Annual Measurable Outcomes: Decrease incidents of bullying by 1%. Increase involvement in athletics by 1%. Decrease PFT Needs Improvement by 2%. Track mental health counseling referrals.</p>	<p>Actual Annual Measurable Outcomes: Bullying Complaint Forms through April:2014-15-27; 2015-16-57 Athletic Involvement (includes multi-sport athletes): 2014-15-501 students; 2015-16-542 students 2014/2015 Physical Fitness Report:</p>		

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated/Actual Annual Expenditures																					
LCAP Year: 2015-16																									
Provide healthy food choices by Nutrition Services			<table border="0"> <tr> <td>5th</td> <td>7th</td> <td>9th</td> </tr> <tr> <td>Aerobic Capacity 35%</td> <td>16%</td> <td>Needs Improvement 23%</td> </tr> <tr> <td>Body Composition 37%</td> <td>34%</td> <td>21%</td> </tr> <tr> <td>Abdominal Strength 13%</td> <td>11%</td> <td>5%</td> </tr> <tr> <td>Trunk Extension Strength 26%</td> <td>10%</td> <td>3%</td> </tr> <tr> <td>Upper Body Strength 25%</td> <td>7%</td> <td>7%</td> </tr> <tr> <td>Flexibility 44%</td> <td>16%</td> <td>9%</td> </tr> </table> <p>2015-16 Physical Fitness Report: NA until the summer. Mental Health Referrals: 2014-15-113 clients from Sept- April; 2015-16-117 new clients from Sept-April. Average number of breakfasts/lunches served: 2014-15-530/845; 2015-16-497/842</p>	5th	7th	9th	Aerobic Capacity 35%	16%	Needs Improvement 23%	Body Composition 37%	34%	21%	Abdominal Strength 13%	11%	5%	Trunk Extension Strength 26%	10%	3%	Upper Body Strength 25%	7%	7%	Flexibility 44%	16%	9%	
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Upper Body Strength 25%	7%	7%																							
Flexibility 44%	16%	9%																							
5.1 Hang "And Justice for All" posters in the the school front office of each site; make the school menu available for parents to pick up and take home or viewed online; make meal applications available in both English and Spanish. (Applications can be filled out by a site principal if necessary.)	\$55 Posters \$180 Menus (Nutrition Services)	All sites hung "And Justice for All" posters in the school office; the staff made the school menu available for parents to pick up and take home or viewed online; the staff also made meal applications available in both English and Spanish. Chaparral implemented breakfast program in February. Menu was posted on school website Horticulture CTE class raised vegetables that were available to all students at Chaparral High School.	\$55 Posters \$180 Menus (Nutrition Services)																						
Scope of service: All schools	Scope of service: All schools																								
<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) _____	<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) _____																								
5.2 Through the Ventura County Farm to School collaborative; expand efforts to bring together schools, local farmers, and community partners to support healthy kids.	USDA grant	Nutrition Services purchased produce from local farms, conducted taste testings and highlighted a local farmer during Harvest of the Month events. Ventura County Farm to School Collaborative hosted a <i>First Annual Farm to School Mixer</i> in March at the Ventura County Agricultural Museum in Santa Paula. This event invited growers, school food service staff, educators, local foundations and community leaders to network and learn more about the VC Farm to School Collaborative (a diverse stakeholder group made up of child nutrition services staff, farmers, and non-profit organizations. Its objectives are to teach students about nutrition and agriculture, source local produce for school programs, and promote and support school gardens. These initiatives span across six districts representing approximately 80 schools and 75,000 students.) Ojai Unified participated in this collaborative with five additional districts.	Grant funding Part of Nutrition Services budget																						

<p>Scope of service: All schools</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>Our Nutrition Educator, who was hired through the VCFZS grant funding, conducted four nutrition education classes at two sites. The focus of these lessons was to combine our Harvest of the Month item (Broccoli) with nutrition education for Kinder students. The goal was to train the teachers to incorporate the monthly lessons into their educational setting.</p> <p>Nutrition Services hosted "Farmer in the Classroom". A local farmer came in and discussed the business of farming with students.</p> <p>The March Harvest of the Month was broccoli. Food for Thought conducted taste testing at MW, MO, and TT. The cafeteria served broccoli at lunch one day that week.</p>	
<p>5.3 Work collaboratively across school districts to get more nutritious, fresh, seasonal and local foods into school meals; integrate school gardens into on-site programming; provide nutrition education and agricultural literacy throughout the K-12 curriculum.</p> <p>USDA grant</p>	<p>Scope of service: All schools</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>Ventura County Farm to School Nutrition Specialist conducted Nutrition Education at MO to Mrs. Lepine's class. The program promoted a "Train the Trainer" concept and provided the site instructor with tools to continue the monthly series that coincided with Harvest of the Month site activities.</p> <p>Nutrition Services partnered with the Food For Thought garden clubs and accepted produce from the site gardens to enhance the school site meal programs offered by including the produce on the student service line. For example, in January Nutrition Services provided a lentil & greens soup and a chicken tortilla soup for the students at Meiners Oaks.</p> <p>Food for Thought donation was used to off set the cost of five compartment biodegradable trays. The donation also allowed the nutrition services department to offer site special events for the spring.</p>	<p>USDA grant Food for Thought donation</p>
<p>Scope of service: All schools</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</p>	<p>Scope of service: All schools</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</p>	

<p>___ Other Subgroups:(Specify) _____</p>		<p>Subgroups:(Specify) _____</p>	
<p>5.4 Investigate options to make the PE program in elementary school more rigorous.</p>	<p>\$36,000 K-6 (Unrestricted general fund classified hourly support)</p>	<p>The 1-6 environment for physical education made small improvements. Sites implemented SPARKS, a program dedicated to creating, implementing, and evaluating research-based programs that promote lifelong wellness. OUSD will continue to strive for standards-based instruction designed to ensure a successful learning experience for all students and to ensure increased number of students meeting healthy fitness zones. SPARKS is a beginning of that goal. Now that our class sizes are down by a few students, the teacher can provide individual feedback to every student every day to ensure that every student is getting what he/she needs to become a physically educated adult.</p>	<p>\$36,000 K-6 (Unrestricted general fund classified hourly support)</p>
<p>Scope of service: K-6</p> <p>___ ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>Mental health clinician \$34,000 .47 FTE (Restricted general health classified support mental health) Bully prevention (Olweus) \$3,000 (Unrestricted general fund services) Athletics \$163,000 (Unrestricted general fund, certificated/classified athletics)</p>	<p>Scope of service: K-6</p> <p>___ ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health) Counselor (Medi-Cal School Based Funds) MFT Interns (HELP of Cjai grant)</p>
<p>5.5 Provide mental and physical health support</p>	<p>___ ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>Scope of service: Districtwide</p> <p>___ ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>Food for Thought and OUSD met with Col Recycle and trash service representative, Harrison Industries, to review district recycling, gardening, worm bins, and composting that is occurring at all sites within district as part of ongoing</p> <p>NC</p>
<p>5.6 Partner with local agencies (First Five, Food for Thought, Clinicas), Adhere to District Wellness Plan, Meet at least four times per year.</p>	<p>No cost Part of administrative duties</p>		

	efforts to enhance the District Wellness Policy. During the spring, the Wellness Committee convened to review programs and processes occurring at sites.	
<p>Scope of service: Districtwide</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>	<p>Scope of service: Districtwide</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>	
<p>5.7 Provide a minimum of 200 minutes every two weeks of PE instruction in K-6 and 400 minutes every two weeks of PE instruction in grades 7-10; Site administration will monitor PE minutes.</p>	<p>The elementary principals monitored the required minutes for Physical Education grades 1-6 in addition to monitoring the instruction of SPARKS. See 5.4. MIHS received the required minimum of 400 minutes every two weeks of PE instruction in grades 7-8; site administration monitored PE minutes. With Board Approval, Nordhoff made a change to the freshmen physical education requirement for the 2016-17 SY. This change will enable struggling student-athletes to be placed in Academic Support class, helping them maintain an eligible GPA, and it providing more flexibility for scheduling freshmen students into Academic Support Class in general. This change will allow freshmen participation on Nordhoff athletic teams to satisfy the freshmen PE requirement in the same way that two seasons of sports satisfies the second year physical education requirement. Participation in athletics and other extra-curricular activities were strongly associated not only with higher GPA's and academic achievement, but also higher graduation rates and college enrollment. Additionally, connecting students to school outside of the classroom had a positive effect on school pride and spirit, while offering opportunities for new friendships and character development.</p>	<p>\$36,000 K-6 (Unrestricted general fund classified hourly support) \$230,000 3.4 FTE grades 7-10 (Unrestricted general fund certificated salary)</p>
<p>Scope of service: All schools</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>	<p>Scope of service: All schools</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>	
<p>5.8 Identify and administer social/emotional assessments in order to target the needs of low income students.</p>	<p>The SST process was active at all sites. "Time In" counseling was provided at one site. Mental Health Clinician and the MFT Interns were actively assessing students throughout the year at all sites. All new CHS students completed an orientation, which incorporated</p>	<p>School psychologists \$25,000 .32 FTE (Unrestricted general fund pupil support)</p> <p>NC for SST process Counseling (Medi-Cal School Based Funding) Mental health clinician \$38,000 .53 FTE</p>

		social/emotional assessments See also 2.6, 1.13, 2.5, 3.3	(Restricted general fund, classified support mental health) MFT Interns (donation from Help of Ojai)
<p>Scope of service: All schools</p> <p>___ ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils ___ English Learners <input type="checkbox"/> Foster Youth ___ Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: All schools</p> <p>___ ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils ___ English Learners <input type="checkbox"/> Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	
<p>5.9 Implement a positive behavioral intervention system.</p>	<p>Cost of awards/incentives \$1,500 (Unrestricted general fund, supplies)</p>	<p>See also 2.7</p> <p>CHS had a weekly raffle, Honor Roll, Pizza reward for students who met quarterly credit goal, Rising Star award for students who might not have met goal, but who made significant improvements in academic, attendance, and behavioral areas MJHS implemented a positive behavior intervention system. This included tracking citizenship points, pre-teaching expectations, posting signage, and reinforcing expectations. Elementary sites conducted weekly drawings, had Good tickets, held assemblies, in addition to implementation of CHAMPS. Positive behavior was discussed in weekly newsletters and addition to Character Trait of the Month at sites.</p>	<p>Cost of awards/incentives \$500 (Unrestricted general fund, supplies)</p>
<p>Scope of service: All schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils ___ English Learners <input type="checkbox"/> Foster Youth ___ Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>See also 2.7</p> <p>Northhoff had 2.4 academic counselors in 2015-16, one of whom was bilingual. See 1.6, 1.13, 3.3 The mental health clinician was on the junior high campus twice/week in addition to the counselors from Clinicas and the mental health interns. Each site had MFT interns to support general education students. See 1.13, 2.5, 2.6, 3.3, 5.5, 5.8, 5.10 Chaparal teachers each provided academic counseling for 15 students on a regular basis. 1 district-provided counselor and one Clinicas counselor were available and provided one-on-one emotional support and counseling for students as needed. Each was available for 4 hours per week. District counselor and mental health clinician led a Teen Topics group which met</p>	<p>Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)</p>
<p>5.10 Provide counseling for emotional and academic supports in order to decrease the adverse effects of school mobility.</p>	<p>Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)</p>		<p>Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)</p>

<p>Scope of service: All schools</p>		<p>Scope of service: All schools</p>
<p>OR: <input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify) <input type="checkbox"/> SWD _____</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>	<p>As a result of stakeholder engagement and review of progress, the following changes will be made: OUSD will continue placing a high priority on anti-bullying. Instead of tracking the number of bullying incident forms, the district will track the number of actual incidents of bullying or harassment. The 2015-16 LCAP referred to the Needs Improvement section in each of the six areas of the Physical Fitness Test (PFT) in grades 5, 7 and 9. In 2016-17 moving forward, the district will compare percent of students meeting six of six fitness standards on the PFT in each of the three grades. Our Nutrition Services Department works closely with district administration on healthy eating, nutrition, and programs to promote exercise and good food choices. Because physical and mental health are high priorities for parents, the community, and staff, OUSD will continue with this emphasis. Nutrition Services continues to investigate healthy eating options. When reviewing the past goals, OUSD will make few changes in the health and wellness goal. This is an area that all stakeholders including parents, community, students, and staff fully embrace.</p>	

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.

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 school site 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.)

<p>Total amount of Supplemental and Concentration grant funds calculated:</p>	<p>\$ 920,553</p>
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Supplemental funds are principally directed toward meeting the goals that OUSD has set for its low income pupils, foster youth, and English learners. The LEA is providing activities to promote physical and mental health, smaller classes for intervention, targeted instruction, after-school academic support, additional counseling, and teacher professional development. The professional development will enhance teachers' knowledge of instructional strategies for ELD and will address the needs of low socio-economic students. In addition, the use of the supplemental funds on a district-wide basis is the most effective use of the funds to meet the state's eight priority areas and the common goals of the District and stakeholders for the unduplicated count of low income, foster

youth, and English learner. The district determines efficacy based on the following supporting research and educational theory:

Multi-Tiered System of Supports: Comprehensive Framework for Implementing the CA CCSS (Posted 11-Aug-2014)

P21 Common Core Toolkit---A Guide to Aligning the Common Core with 21st Century skills (April 2015)

LCAP Needs Assessment Tool (Posted 03-Feb-2015)

Leadership for Equity (August 2014)

California Healthy Kids Survey

Understanding Language (2015)

A Toolkit for Title I Parental Involvement (Posted 29-Aug-2014)

Using Student Achievement Data to Support Instructional Decisions for Schools (August 2014)

EdData

Designing and Delivering Intensive Interventions: A Teacher's Toolkit (November 2012)

- 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.

4.75

%

Ojai Unified School District's percentage by which services for low income, foster youth, and English learner that must be increased or improved as compared to the services provided to all students is 4.75%. In order to meet this proportionality percentage, the District is providing smaller classes, targeted instruction, after-school academic support, additional counseling to ensure students are college and career ready, common core-aligned instructional materials and services, activities to promote physical and mental health, and teacher professional development. The District is ensuring increased and improved services principally directed toward the unduplicated count of low income, foster youth, and English learners as compared to the services provided to all pupils. The district does not receive sufficient supplemental funds to cover all the expenses for unduplicated students found in our LCAP. OUSD uses base funding in addition to supplemental to support these actions and services.

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).

01-13-15 [California Department of Education]