

Introduction:

LEA: Oxnard Union High School District
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 LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each school site, 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
<p>It is the intent of Oxnard Union High School District (OUHSD) to gather and incorporate input for our Local Control Accountability Plan (LCAP) from all stakeholder groups, including students, parents, teachers, principals, administrators, other school personnel, our local bargaining unit, and community members.</p> <p>The OUHSD Parent and Community LCAP Advisory Committee met six times to go over the LCAP (October 14, 2014, December 9, 2014, January 27, 2015, March 17, 2015, May 6, 2015, and May 26, 2015). On May 26, 2015 the final LCAP was presented to the LCAP Advisory Committee and allow for the superintendent to post any written comments to stakeholder questions (if applicable) prior to the June 10, 2015 Public Hearing on the LCAP, LCFF, and budget review. The committee is comprised of parents, certificated staff, students, community members, principals, union representatives, the superintendent, and other district staff.</p> <p>In January and February, Stakeholders were invited to attend meetings on the Common Core State Standards (CCSS), the Local Control Funding Formula (LCFF), and the LCAP. These meetings occurred in conjunction with each school site’s Open House on either February 3 (ACHS & Condor HS), 6 (CIHS, HHS, OHS, PHS, RMHS) or March 18 (FHS). Three additional community meetings were announced in the Ventura County (VC) Star and held in centralized community locations on February 4, 5 and 11. All site and community meetings were conducted in both English and Spanish. The Superintendent met with business and community members at the Camarillo and Oxnard Chambers of Commerce and the Camarillo and Oxnard Rotary Clubs. Additional meetings were available and delivered at school sites by Union Representatives for OUHSD staff.</p> <p>The gathering of input from stakeholders using digital and hard copy surveys began on February 9, 2015 and has been on-going. Stakeholders were able to access the survey link via email, the district website or using the new OUHSD App with a special link to the LCAP survey. All participants in attendance at LCAP meetings were given surveys in either English or Spanish.</p> <p>The Assistant Superintendent of Educational Services contacted the leaders from the Oxnard Federation of Teachers and School Employees (OFTSE)/teacher association to discuss LCAP Staff Survey the week of February 16, 2015. Emails were sent to all OUHSD employees with a link to an online survey through Survey</p>	<p>The LCAP/Parent Advisory Committee reviewed input from all stakeholders as well as other school/district data. Taking into consideration the eight state priorities, the six District Overarching Goals, and stakeholder input, the committee used its time to address “the what” (or the goals) and “the how” (or the actions and services). Jointly, they reviewed the seven major goals that were written in 2014-15 LCAP to meet the needs of all students, including the LCAP subgroups: Low Income (LI), English Learner (EL), and Foster Youth (FY). While many of the goals address multiple areas of the state’s eight priorities, they also correspond well to the LCAP’s three broad categories: Conditions of Learning, Pupil Outcomes, and Engagement. These seven goals are addressed in the three-year plan of the LCAP, continuing with the 2015-16 school year. Several minor changes were made to the wording of the goals as reflected below by underlining the changes.</p> <p><i>The Seven LCAP Goals as determined by OUHSD</i></p> <p><u>CONDITIONS OF LEARNING</u> (Basic Services, Implementation of CCSS & Access to Courses)</p> <ol style="list-style-type: none"> 1) Ensure all teachers are prepared to help all students (including LI, newcomer and long-term ELs, and FY) successfully complete high school and graduate prepared for college and career. 2) Ensure all students have access to appropriate technology and can demonstrate effective 21st Century Skills. <p><u>PUPIL OUTCOMES</u> (Student Achievement & Other Outcomes)</p> <ol style="list-style-type: none"> 3) All students will graduate prepared for college, career, and life, having successfully participated in the OUHSD Linked Learning high school experience. 4) Decrease the subgroup achievement gaps. 5) Increase the number of students successfully taking AP/IB courses and passing AP/IB tests.

Monkey from February 23-March 6. In all, 434 OUHSD employees took the online survey (337 certificated staff and 97 classified staff).

More than 2100 students at sites from across the district took the online surveys between February 16 and March 13, 2015. All students were sent a survey link via their district student email account. Students utilized over 2000 computers on wheels (COWS) for this administration of a student survey. Students had access to the survey via the COWS in the classroom with a teacher there to assist in the utilization of this new technology.

Input from site and district administrators was obtained during the monthly Superintendent's PLC and monthly Management Meetings in the months of February and March. Final review of the LCAP will be May 13, Principal "Moonshot Thinking" @ CIHS, May 18, Principal PLC @ DeVry and June 1, Management @ DO.

The governing Board received information on the LCAP during two Board Study Sessions on February 12 and March 12.

The District English Learner (EL) Parent Advisory Committee and District Migrant Education Parent Advisory Committee (PAC) met on November 13, January 8, February 13, March 12, and May 7 to discuss the LCAP and provide input. Additionally, the English Learner Coordinating Council (ELCC) provided input on the LCAP on February 13 and April 30.

The Draft LCAP was made available to stakeholders on the OUHSD website beginning March 24, 2015. Revisions and updates on data and actual actions and services were made on May 12, 2015 and the updated LCAP draft was posted on the website.

The first Public Hearing on the draft LCAP took place at the scheduled governing Board Meeting on March 25, 2015 and the second public on June 10, 2015. The Public Hearing was announced in the VC Star 10 days prior to the meeting in both English and Spanish.

All stakeholder groups were given an opportunity to read and provide feedback on the draft LCAP, beginning March 24 through the final approval date scheduled for June 24th. At the site level, these groups include the School Site Council (SSC), English Learner Advisory Committee (ELAC), Migrant PAC, student Associated

ENGAGEMENT (Parent Involvement, Student Engagement & School Climate)

- 6) Increase opportunities for parent and family input and meaningful participation.
- 7) Ensure all sites have a positive school culture where all stakeholder voices are heard and respected.

<p>Student Body (ASB), and teacher/staff meetings. At the district level, it includes the District English Learner Advisory Committee (DELAC), Migrant Education District Parent Advisory Committee (DPAC), EL Parent Advisory Committee, LCAP/Parent Advisory Committee, ELCC, Department Chair meetings, and District Curriculum Council (DCC).</p> <p>The superintendent posted his written responses to input from LCAP/Parent Advisory Committee members, English Learner Parent Advisory Committee members, and any other stakeholder questions on May 20, 2015. The written responses link is considered a living document and is updated as needed throughout the process.</p> <p>The final LCAP Parent Advisory meeting took place on May 26, 2015. Although on calendar, It was not necessary to have an additional meeting in June to allow committee members to make additional last minute changes to the draft LCAP before sending it to the governing Board for approval.</p> <p>A second public hearing on the LCAP took place on June 10, 2015 at a regularly scheduled governing Board Meeting. No additional questions were asked by board or public.</p> <p>The final LCAP will be presented and approval at the regularly scheduled governing Board Meeting on June 24, 2015.</p>	
<p>Annual Update: The OUHSD Parent and Community LCAP Advisory committee is comprised of parents, certificated staff, students, community members, principals, union representatives, the superintendent, and other district staff.</p> <p>The OUHSD Parent and Community LCAP Advisory Committee dates to go over data included: October 14, 2014 December 9, 2014 January 27, 2015 March 17, 2015</p> <p>Each meeting allowed for feedback, the LCAP served as a living document and the needs summaries for each goal were updated throughout the process.</p>	<p>Annual Update: While the LCAP addresses the next three years, LCAP/Parent Advisory Committee members understand that many aspects of each goal will extend beyond the next three years. Additionally, due to budgetary constraints, there are a number of actions and services that committee members would like to incorporate when funds become available. These include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Staff (additional positions or additional hours) Counselors, Bilingual Counselors College and Career Technician Campus Supervisors Associate Principals/Deans (Adult School, CIHS, Condor, other)

<p>The following dates represented sharing the updated need summaries based on feedback from the meetings held October – March 17, 2015. Again, as a living document the needs summaries were updated, as needed.</p> <p>May 6, 2015, May 26, 2015 May 26, 2015 the final DRAFT LCAP was presented to the LCAP Advisory Committee.</p> <p>No questions were raised at the June 10, 2015 Public Hearing on the LCAP, LCFF, and budget review.</p>	<p>Psychologists Custodians</p> <ul style="list-style-type: none"> • Textbook Adoptions • Technology (refresh, SBAC capabilities, moving towards 1:1 mobile devices for all students) • Additional Targeted Smaller Class Size • Facilities Upgrades <ul style="list-style-type: none"> Portable Buildings Roofing Hueneme HS Bleachers Pacifica HS Brick Siding Sealant Performing Arts Center Repairs (OHS, PHS) Tracks • Athletic Fields • Food Services improved
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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 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

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

Schools: Identify the 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 pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual 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?

<p>GOAL: 1</p>	<p>Ensure all teachers are prepared to help all students (including LI, newcomer and long-term ELs, and FY) successfully complete high school and graduate prepared for college and career.</p>	<p>Related State and/or Local Priorities: <u>1X</u> <u>2X</u> 3__ 4<u>X</u> 5__ 6__ 7__ 8<u>X</u> COE only: 9__ 10__ Local : Specify <u>1,2,3,4</u></p>
<p>Identified Need :</p>	<p>After reviewing the LCAP Surveys; CCSS, ELD and NGSS Professional Development (PD) and Professional Learning Community (PLC) calendar and sign-in sheets; teacher assignment and credentials; California English Language Development Test (CELDT), AMAOs, CAHSEE Data, HS Graduation Rate, HS Dropout Rate, UC/CSU a-g completion rate; Standards-aligned instructional materials per Williams Act Sufficiency Report; Academy Participation Counts; and the Facilities Inspection Tool; it was determined that teachers need ongoing Professional Development (PD) to provide them with the skills necessary to implement state standards and strategies to address the needs of all students. PD for teachers in Advanced Placement/IB, more counselors – bilingual when possible, PD aligned to technology for stakeholders: students, teachers, parents.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RCHS, RMHS</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Applicable Pupil Subgroups:</p>	<p>ALL, LI, FY, EL</p> <ul style="list-style-type: none"> • 100% of teachers will participate in one or more PD and/or PLC training on the Implementation of state standards as verified by sign-n sheets and/or MyLearningPlan (MLP), a professional learning management system. • The 10th Grade CAHSEE Pass Rate (350+) in Math and English will increase by 2%. • The 10th Grade CAHSEE Proficiency Rate (380+) in Math and English will increase by 2%. • ELs will make progress on the CELDT and meet state AMAO 1 and AMAO 2. • HS graduation rate will increase by 2% or remain above 95%. • HS dropout rate will decrease by 2% or remain below 2%. • UC/CSU a-g completion rate will increase by 2%. • 100% of teachers will be Highly Qualified (HQT). • 100% of classrooms will have standards-aligned instructional materials as documented by the Williams Act. • More students will be enrolled in an academy/pathways than in the previous year. • PD for Advanced Placement/IB teachers • More counselors, bilingual when possible • PD aligned to technology for stakeholders: students, teachers, parents

LCAP Year 1: 2015-16

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Teachers will participate in one or more PD and/or PLC training Implementation of state standards as verified by attendance sheets 	All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Summer PD: \$90,000 (Federal Restricted Funds) During School CCSS PD: \$20,000 Sub Pay to release teachers for within the school year PD: \$10,000 (Federal Restricted Funds) Conferences: \$15,000 (Federal Restricted Funds)
<ul style="list-style-type: none"> Train teachers/staff on Linked Learning 	All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Linked Learning & 21st Century Learning PD: \$50,000 (State Restricted Funds— CCPT Grant)

<ul style="list-style-type: none"> • PD-Train teachers/staff on 21st Century Skills and Learning Strategies 	<p>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 <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Above PD funds</p>
<ul style="list-style-type: none"> • PD-Train teachers/staff on the UC/CSU “a-g” requirements and the district and site data 	<p>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>Above PD funds</p>
<ul style="list-style-type: none"> • PD-Strategies for engaging students impacted by poverty 	<p>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>Above PD funds</p>
<ul style="list-style-type: none"> • PD-Strategies for engaging Foster Youth 	<p>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>Above PD funds</p>
<ul style="list-style-type: none"> • PD- Strategies for engaging English Learners (newcomers and LTELs) 	<p>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>Above PD funds</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- 100% of teachers will participate in one or more PD and/or PLC training on the Implementation of state standards as verified by sign-n sheets and/or MyLearningPlan (MLP), a professional learning management system.
- The 10th Grade CAHSEE Pass Rate (350+) in Math and English will increase by 2%.
- The 10th Grade CAHSEE Proficiency Rate (380+) in Math and English will increase by 2%.
- ELs will make progress on the CELDT and meet state AMAO 1 and AMAO 2.
- HS graduation rate will increase by 2% or remain above 95%.
- HS dropout rate will decrease by 2% or remain below 2%.
- UC/CSU a-g completion rate will increase by 2%.
- 100% of teachers will be Highly Qualified (HQT).
- 100% of classrooms will have standards-aligned instructional materials as documented by the Williams Act.
- More students will be enrolled in an academy/pathways than in the previous year.
- PD for Advanced Placement/IB teachers
- More counselors, bilingual when possible
- PD aligned to technology for stakeholders: students, teachers, parents

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Teachers will participate in one or more PD and/or PLC training Implementation of state standards as verified by attendance sheets 	All Schools	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Summer PD: \$90,000 (Federal Restricted Funds) • During School CCSS PD: \$20,000 • Sub Pay to release teachers for within the school year PD: \$10,000 (Federal Restricted Funds) • Conferences: \$15,000 (Federal Restricted Funds)

<ul style="list-style-type: none"> • Train teachers/staff on Linked Learning 	<p>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>	<ul style="list-style-type: none"> • Linked Learning & 21st Century Learning PD: \$50,000 (State Restricted Funds—CCPT)
<ul style="list-style-type: none"> • PD-Train teachers/staff on 21st Century Skills and Learning Strategies 	<p>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>Above PD funds</p>
<ul style="list-style-type: none"> • PD-Train teachers/staff on the UC/CSU “a-g” requirements and the district and site data 	<p>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>Above PD funds</p>
<ul style="list-style-type: none"> • PD-Strategies for engaging students impacted by poverty 	<p>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>Above PD funds</p>
<ul style="list-style-type: none"> • PD-Strategies for engaging Foster Youth 	<p>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>Above PD funds</p>
<ul style="list-style-type: none"> • PD- Strategies for engaging English Learners (newcomers and LTELs) 	<p>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>Above PD funds</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- 100% of teachers will participate in one or more PD and/or PLC training on the Implementation of state standards as verified by sign-n sheets and/or MyLearningPlan (MLP), a professional learning management system.
- The 10th Grade CAHSEE Pass Rate (350+) in Math and English will increase by 2%.
- The 10th Grade CAHSEE Proficiency Rate (380+) in Math and English will increase by 2%.
- ELs will make progress on the CELDT and meet state AMAO 1 and AMAO 2.
- HS graduation rate will increase by 2% or remain above 95%.
- HS dropout rate will decrease by 2% or remain below 2%.
- UC/CSU a-g completion rate will increase by 2%.
- 100% of teachers will be Highly Qualified (HQT).
- 100% of classrooms will have standards-aligned instructional materials as documented by the Williams Act.
- More students will be enrolled in an academy/pathways than in the previous year.
- PD for Advanced Placement/IB teachers
- More counselors, bilingual when possible
- PD aligned to technology for stakeholders: students, teachers, parents

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Teachers will participate in one or more PD and/or PLC training Implementation of state standards as verified by attendance sheets 	All Schools	<p><u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • Summer PD: \$90,000 (Federal Restricted Funds) • During School CCSS PD: \$20,000 • Sub Pay to release teachers for within the school year PD: \$10,000 (Federal Restricted Funds) • Conferences: \$15,000 (Federal Restricted Funds)
<ul style="list-style-type: none"> • Train teachers/staff on Linked Learning 	All Schools	<p><u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • Linked Learning & 21st Century Learning PD: \$50,000 (State Restricted Funds—CCPT)

<ul style="list-style-type: none"> • PD-Train teachers/staff on 21st Century Skills and Learning Strategies 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Above PD funds</p>
<ul style="list-style-type: none"> • PD-Train teachers/staff on the UC/CSU “a-g” requirements and the district and site data 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Above PD funds</p>
<ul style="list-style-type: none"> • PD-Strategies for engaging students impacted by poverty 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Above PD funds</p>
<ul style="list-style-type: none"> • PD-Strategies for engaging Foster Youth 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Above PD funds</p>
<ul style="list-style-type: none"> • PD- Strategies for engaging English Learners (newcomers and LTELs) 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Above PD funds</p>

GOAL #2:	Ensure all students have access to appropriate technology and can demonstrate effective 21 st Century Learning Skills.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9 ___ 10 ___ Local : Specify <u>1, 2, 6</u>
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Identified Need : After reviewing the LCAP Surveys, SBAC Requirements and 2014 participation rates, the District Technology Plan, and the technology related workforce requirements from business and the community, it was determined that technology skills are vital for success in the global economy. Students need continued access to technology, pilot 1600 1-1 laptops to special cohorts: EL, SWD, FY, LI, academy, provide more opportunities for computer literacy graduation requirement through new board approved online system – available in Spanish and English

Goal Applies to:	Schools: ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RCHS, RMHS	Applicable Pupil Subgroups: ALL, LI, FY, EL
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Student surveys will show an increased satisfaction with school technology. • At least 98% of juniors will successfully participate in SBAC testing on a digital device. • 100% of staff will be able to login to D2L in order to retrieve documents. • At least 33% of teachers will utilize D2L with their students by the end of the year. • 80% of students will successfully complete the new Computer Literacy graduation requirements by the end of 11th grade. • 100% of students will have the opportunity to access to an electronic device that includes digital text books
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Increase internet speed and accessibility by increasing bandwidth 	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)_____	<ul style="list-style-type: none"> • Maintain 2 GB Bandwidth: \$85,500 (Unrestricted General Funds)
<ul style="list-style-type: none"> • Monitor the revised District’s computer literacy requirement 	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)_____	<ul style="list-style-type: none"> • NorStar purchase online assessment \$3000

GOAL #2:	Ensure all students have access to appropriate technology and can demonstrate effective 21 st Century Learning Skills.	Related State and/or Local Priorities: 1_X 2_X 3__ 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local : Specify <u>1, 2, 6</u>	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Student surveys will show an increased satisfaction with school technology. • At least 98% of juniors will successfully participate in SBAC testing on a digital device. • 100% of staff will be able to login to D2L in order to retrieve documents. • At least 33% of teachers will utilize D2L with their students by the end of the year. • 80% of students will successfully complete the new Computer Literacy graduation requirements by the end of 11th grade. • 100% of students will have the opportunity to access an electronic device in at least one of their classes that includes digital text books . 		
<p style="text-align: center;">Actions/Services</p> <ul style="list-style-type: none"> • Increase internet speed and accessibility by increasing bandwidth 	<p style="text-align: center;">Scope of Service</p> ALL Schools	<p style="text-align: center;">Pupils to be served within identified scope of service</p> __X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<p style="text-align: center;">Budgeted Expenditures</p> <ul style="list-style-type: none"> • Maintain 2 GB Bandwidth: \$85,500 (Unrestricted General Funds)
<ul style="list-style-type: none"> • Monitor the revised District’s computer literacy requirement 	ALL Schools	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • NorStar purchase online assessment \$3000

GOAL #2:	Ensure all students have access to appropriate technology and can demonstrate effective 21 st Century Learning Skills.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input 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"/> Local : Specify <u>1, 2, 6</u>
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Student surveys will show an increased satisfaction with school technology. • At least 98% of juniors will successfully participate in SBAC testing on a digital device. • 100% of staff will be able to login to D2L in order to retrieve documents. • At least 33% of teachers will utilize D2L with their students by the end of the year. • 80% of students will successfully complete the new Computer Literacy graduation requirements by the end of 11th grade. • 100% of students will have the opportunity to access to an electronic device in at least one of their classes, including digital textbooks
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Increase internet speed and accessibility by increasing bandwidth 	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)_____	<ul style="list-style-type: none"> • Maintain 2 GB Bandwidth: \$85,500 (Unrestricted General Funds)
<ul style="list-style-type: none"> • Monitor the revised District’s computer literacy requirement 	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)_____	<ul style="list-style-type: none"> • NorStar purchase online assessment \$3000

<p>GOAL #3:</p>	<p>All students will graduate prepared for college, career, and life, having successfully participated in the OUHSD Linked Learning high school experience.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify <u>1, 2, 6</u></p>
<p>Identified Need :</p>	<p>After reviewing the LCAP Surveys, California English Language Development Test (CELDT), CDE AMAOs, reclassification rates, CAHSEE Data, Graduation Rates, UC/CSU a-g completion rates, CTE course Offerings, Naviance Data, and Early Assessment Program (EAP) data, it was determined that students and parents are often unaware of college entrance requirements and/or the skills needed for careers. Improve modes of communication to parents so they are educated on the programs available: text, social media, email, phone calls, parent nights, etc.</p>	
<p>Goal Applies to:</p>	<p>Schools: ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RCHS, RMHS</p>	<p>Applicable Pupil Subgroups: ALL, LI, FY, EL</p>
<p>LCAP Year 1: 2015-16</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • HS graduation rate will increase by 2% or remain above 95%. • HS dropout rate will decrease by 2% or remain below 2%, using 2014-15 once released • UC/CSU a-g completion rate will increase by 2%. • The 10th Grade CAHSEE Pass Rate (350+) in Math and English will increase by 2%. • The 10th Grade CAHSEE Proficiency Rate (380+) in Math and English will increase by 2%. • At least 62% of ELs will make progress on the CELDT (AMAO 1). • Increase the number of CTE course offerings or Academy/pathway options. • Increase % of students completing a CTE pathway or Academy course of study by 2%. • Increase % of students participating in AVID by 2%. • Increase % of students completing all Naviance tasks by 5%. • Reclassification of ELs to Fluent English Proficient will increase by 2%. • Percent of students scoring proficient according to the EAP will increase by 2%. • Increase modes of parent communication of programs available, parent survey increased in regards to effective communication baseline • Increase student contact with counselors, establish baseline • Create a resource brochure with health resources: health, medical, etc. • Increase student time using a digital textbook format, establish baseline 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Continue to support the additional staffing hours of the College & Career Center so it is open before & after school, maintain sign-in sheets and use center as area for counselors to provide group presentations, distribute brochures on health recourses 	All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> 4 extra hours for College and Career Technicians (added to current 4 hours of district paid hours): \$170,000 (Carl Perkins & Unrestricted General Funds)
<ul style="list-style-type: none"> Implement linked learning for all students (graduate profile—skills, behaviors & aptitudes, Naviance, Freshmen Transition) monitor students who receive laptops for 1-1 progress in online recourses: naviance, shmoop, ebooks 	All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Naviance 9th - 12th: \$84,000 (State Restricted Funds—CCPT Grant) Freshmen Transition/EEI for 9th graders (revision, materials & training): \$5,000 (Unrestricted General Funds)

<ul style="list-style-type: none"> • Expand career pathways and opportunities (work-based learning) 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Development of Graduate Profile (extra hourly): \$1000 (State Restricted Funds—CCPT Grant)
<ul style="list-style-type: none"> • Develop projects that incorporate college & career readiness standards into select courses (e.g., <i>add financial literacy to Econ.-12th</i>) 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Development of College & Career Readiness projects (120 teachers for 16 hours): \$54,000 (Unrestricted General Funds)
<ul style="list-style-type: none"> • Offer opportunities for College field trips 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • College Field Trips organized by each school site: variable costs (paid through site Unrestricted General Funds)
<ul style="list-style-type: none"> • SOAR Credit Recover Courses during the regular school day 	<p>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>	<ul style="list-style-type: none"> • SOAR courses during the regular school day (smaller class size): Site FTE Allocation (Unrestricted General Funds)

<ul style="list-style-type: none"> OASIS courses during the regular school day to enhance social skills 	<p>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>	<ul style="list-style-type: none"> OASIS courses during the regular school day (smaller class size): Site FTE Allocation (Unrestricted General Funds)
<ul style="list-style-type: none"> AB 490 & AB 216 training for counselors and administrators & implementation at all school sites. 	<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> AB 490 & AB 216 trainers and materials: \$10,000 (Unrestricted General Funds)
<ul style="list-style-type: none"> Provide additional training for all Counselors on Naviance, Linked Learning, and effective academic counseling for students who live in poverty, are Foster Youth, and/or are English Learners 	<p>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>	<ul style="list-style-type: none"> Trainers and materials: \$10,000 (Unrestricted General Funds)
<ul style="list-style-type: none"> Provide four additional summer school enrichment courses per comprehensive school site to allow students to participate more fully in academies, AVID, and other school programs 	<p>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>	<ul style="list-style-type: none"> Teacher pay, materials and supplies: \$200,000 (Unrestricted General Funds)
<ul style="list-style-type: none"> Ensure programs/opportunities are communicated to parents using various modes of communication: example text, social media, email, phone, parent nights 	<p>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>Site budgets</p>

<ul style="list-style-type: none">• Work with partner districts to develop 6-year plan	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)_____	<ul style="list-style-type: none">• \$500 for materials and supplies (Unrestricted General Funds)• \$2000 for extra hourly pay (Unrestricted General Funds)
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<p>GOAL #3:</p>	<p>All students will graduate prepared for college, career, and life, having successfully participated in the OUHSD Linked Learning high school experience.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify <u>1, 2, 6</u></p>
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Applicable Pupil Subgroups:	ALL, LI, FY, EL
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • HS graduation rate will increase by 2% or remain above 95%. • HS dropout rate will decrease by 2% or remain below 2%, using 2014-15 once released • UC/CSU a-g completion rate will increase by 2%. • The 10th Grade CAHSEE Pass Rate (350+) in Math and English will increase by 2%. • The 10th Grade CAHSEE Proficiency Rate (380+) in Math and English will increase by 2%. • At least 62% of ELs will make progress on the CELDT (AMAO 1). • Increase the number of CTE course offerings or Academy/pathway options. • Increase % of students completing a CTE pathway or Academy course of study by 2%. • Increase % of students participating in AVID by 2%. • Increase % of students completing all Naviance tasks by 5%. • Reclassification of ELs to Fluent English Proficient will increase by 2%. • Percent of students scoring proficient according to the EAP will increase by 2%. • Increased modes of parent communication of programs available, parent survey increased in regards to effective communication baseline • Increase student contact with counselors (college & career center), establish baseline number of students served • Create a resource brochure with health resources: health, medical, etc. • Increase student time using a digital textbook format, establish baseline
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Continue to support the additional staffing hours of the College & Career Center so it is open before & after school, maintain sign-in sheets and use center as area for counselors to provide group presentations, distribute brochures on health recourses 	All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> 4 extra hours for College and Career Technicians (added to current 4 hours of district paid hours): \$170,000 (Carl Perkins & Unrestricted General Funds)
<ul style="list-style-type: none"> Implement linked learning for all students (graduate profile—skills, behaviors & aptitudes, Naviance, Freshmen Transition) monitor students who receive laptops for 1-1 progress in online recourses: naviance, shmoop, ebooks 	All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Naviance 9th - 12th: \$84,000 (State Restricted Funds—CCPT Grant) Freshmen Transition/EEI for 9th graders (revision, materials & training): \$5,000 (Unrestricted General Funds)

<ul style="list-style-type: none"> • Expand career pathways and opportunities (work-based learning) 	<p>All Schools</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Development of Graduate Profile (extra hourly): \$1000 (State Restricted Funds—CCPT Grant)
<ul style="list-style-type: none"> • Develop projects that incorporate college & career readiness standards into select courses (e.g., <i>add financial literacy to Econ.-12th</i>) 	<p>All Schools</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Development of College & Career Readiness projects (120 teachers for 16 hours): \$54,000 (Unrestricted General Funds)
<ul style="list-style-type: none"> • Offer opportunities for College field trips 	<p>All Schools</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • College Field Trips organized by each school site: variable costs (paid through site Unrestricted General Funds)
<ul style="list-style-type: none"> • SOAR Credit Recover Courses during the regular school day 	<p>All Schools</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • SOAR courses during the regular school day (smaller class size): Site FTE Allocation (Unrestricted General Funds)

<ul style="list-style-type: none"> • OASIS courses during the regular school day to enhance social skills 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • OASIS courses during the regular school day (smaller class size): Site FTE Allocation (Unrestricted General Funds)
<ul style="list-style-type: none"> • AB 490 & AB 216 training for counselors and administrators & implementation at all school sites. 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • AB 490 & AB 216 trainers and materials: \$10,000 (Unrestricted General Funds)
<ul style="list-style-type: none"> • Provide additional training for all Counselors on Naviance, Linked Learning, and effective academic counseling for students who live in poverty, are Foster Youth, and/or are English Learners 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Trainers and materials: \$10,000 (Unrestricted General Funds)
<ul style="list-style-type: none"> • Provide additional training for all Counselors on Naviance, Linked Learning, and effective academic counseling for students who live in poverty, are Foster Youth, and/or are English Learners 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Teacher pay, materials and supplies: \$200,000 (Unrestricted General Funds)
<ul style="list-style-type: none"> • Ensure programs/opportunities are communicated to parents using various modes of communication: example text, social media, email, phone, parent nights 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Site budgets</p>

<ul style="list-style-type: none">• Work with partner districts to develop 6-year plan	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)_____	<ul style="list-style-type: none">• \$500 for materials and supplies (Unrestricted General Funds)• \$2000 for extra hourly pay (Unrestricted General Funds)
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<p>GOAL #3:</p>	<p>All students will graduate prepared for college, career, and life, having successfully participated in the OUHSD Linked Learning high school experience.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify <u>1, 2, 6</u></p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • HS graduation rate will increase by 2% or remain above 95%. • HS dropout rate will decrease by 2% or remain below 2%, using 2014-15 once released • UC/CSU a-g completion rate will increase by 2%. • The 10th Grade CAHSEE Pass Rate (350+) in Math and English will increase by 2%. • The 10th Grade CAHSEE Proficiency Rate (380+) in Math and English will increase by 2%. • At least 62% of ELs will make progress on the CELDT (AMAO 1). • Increase the number of CTE course offerings or Academy/pathway options. • Increase % of students completing a CTE pathway or Academy course of study by 2%. • Increase % of students participating in AVID by 2%. • Increase % of students completing all Naviance tasks by 5%. • Reclassification of ELs to Fluent English Proficient will increase by 2%. • Percent of students scoring proficient according to the EAP will increase by 2%. • Increase modes of parent communication of programs available, parent survey increased in regards to effective communication baseline • Increase student contact with counselors, establish baseline • Create a resource brochure with health resources: health, medical, etc. • Increase student time using a digital textbook format, establish baseline
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Continue to support the additional staffing hours of the College & Career Center so it is open before & after school, maintain sign-in sheets and use center as area for counselors to provide group presentations, distribute brochures on health recourses 	All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> 4 extra hours for College and Career Technicians (added to current 4 hours of district paid hours): \$170,000 (Carl Perkins & Unrestricted General Funds)
<ul style="list-style-type: none"> Implement linked learning for all students (graduate profile—skills, behaviors & aptitudes, Naviance, Freshmen Transition) monitor students who receive laptops for 1-1 progress in online recourses: naviance, shmoop, ebooks 	All Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Naviance 9th - 12th: \$84,000 (State Restricted Funds—CCPT Grant) Freshmen Transition/EEI for 9th graders (revision, materials & training): \$5,000 (Unrestricted General Funds)

<ul style="list-style-type: none"> • Expand career pathways and opportunities (work-based learning) 	<p>All Schools</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Development of Graduate Profile (extra hourly): \$1000 (State Restricted Funds—CCPT Grant)
<ul style="list-style-type: none"> • Develop projects that incorporate college & career readiness standards into select courses (e.g., <i>add financial literacy to Econ.-12th</i>) 	<p>All Schools</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Development of College & Career Readiness projects (120 teachers for 16 hours): \$54,000 (Unrestricted General Funds)
<ul style="list-style-type: none"> • Offer opportunities for College field trips 	<p>All Schools</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • College Field Trips organized by each school site: variable costs (paid through site Unrestricted General Funds)
<ul style="list-style-type: none"> • SOAR Credit Recover Courses during the regular school day 	<p>All Schools</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • SOAR courses during the regular school day (smaller class size): Site FTE Allocation (Unrestricted General Funds)

<ul style="list-style-type: none"> • OASIS courses during the regular school day to enhance social skills 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • OASIS courses during the regular school day (smaller class size): Site FTE Allocation (Unrestricted General Funds)
<ul style="list-style-type: none"> • AB 490 & AB 216 training for counselors and administrators & implementation at all school sites. 	<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • AB 490 & AB 216 trainers and materials: \$10,000 (Unrestricted General Funds)
<ul style="list-style-type: none"> • Provide additional training for all Counselors on Naviance, Linked Learning, and effective academic counseling for students who live in poverty, are Foster Youth, and/or are English Learners 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Trainers and materials: \$10,000 (Unrestricted General Funds)
<ul style="list-style-type: none"> • Provide additional training for all Counselors on Naviance, Linked Learning, and effective academic counseling for students who live in poverty, are Foster Youth, and/or are English Learners 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> • Teacher pay, materials and supplies: \$200,000 (Unrestricted General Funds)

<ul style="list-style-type: none"> • Ensure programs/opportunities are communicated to parents using various modes of communication: example text, social media, email, phone, parent nights 	<p>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>Site budgets</p>
<ul style="list-style-type: none"> • Work with partner districts to develop 6-year plan 	<p>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>	<ul style="list-style-type: none"> • \$500 for materials and supplies (Unrestricted General Funds) • \$2000 for extra hourly pay (Unrestricted General Funds)

GOAL #4:	Decrease subgroup achievement gaps.	Related State and/or Local Priorities: 1_ 2_ <u>X</u> 3_ 4_ <u>X</u> 5_ 6_ 7_ <u>X</u> 8_ <u>X</u> COE only: 9_ 10_ Local : Specify <u>3, 4, 6</u>
Identified Need :	After reviewing the LCAP Surveys, California English Language Development Test (CELDT), CDE AMAOs, reclassification rates, CAHSEE Data, Graduation Rates, UC/CSU a-g completion rates, CTE course Offerings, and Attendance Data, it was determined that EL, LI, FY and SPED subgroups are not performing as high as White and Asian students. Pilot laptops to 1000 to cohort groups from EL, SWD, LI, FY, Academy. Increased counseling services an opportunities for more 1-1 and group presentations	
Goal Applies to:	Schools:	ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RCHS, RMHS
	Applicable Pupil Subgroups:	ALL, LI, FY, EL
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • The graduation rate for each significant subgroup will increase by 3% or remain above 95%. • UC/CSU a-g completion rate for each significant subgroup will increase by 3%. • The 10th Grade CAHSEE Pass Rate (350+) in Math and English will increase by 2%. • The 10th Grade CAHSEE Proficiency Rate (380+) in Math and English will increase by 2%. • At least 62% of ELs will make progress on the CELDT (AMAO 1). • Reclassification of ELs to Fluent English Proficient will increase by 2%. • The Average Daily Attendance (ADA) rate will increase by 0.2% or maintain previous year’s growth for each significant sub group. • There will be an increased participation rate of each significant subgroup in AP/IB courses. • There will be an increased participation of each significant subgroup in CTE Pathways and/or Academies • Monitor new nutrition program implemented 2015-16 • Provide PD and monitor usage of digital textbooks introduced in 2015-16 • Provide PD and monitor usage of digital laptops introduced in 2015-16 for cohorts EL, SWD, LI, FY, Academy • PD for all stakeholders on college and career readiness courses available for students • Provide information through various modes of communication: text, social media, paper, email, phone calls, etc. 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Enhance the AVID program at all 6 comprehensive school sites</p> <ul style="list-style-type: none"> • Allocate a .4 FTE release time for District AVID Liaison • AVID Site Fee • AVID Summer Conference 	<p>ACHS, CIHS, OHS, PHS, RMHS, HHS</p>	<p><u> x </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • Enhance AVID at all 6 comp. school sites (.4 FTE District Liaison, Site Fee, Summer PD): \$140,000 (Unrestricted General Funds)
<ul style="list-style-type: none"> • Provide additional summer school support courses for credit recovery and credit advancement 	<p>ALL Schools</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> • Summer School Support: \$200,000 (Unrestricted General Funds and Federal Restricted Funds)

<p>•Before/After school tutoring</p>	<p>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>•Before/After school tutoring: \$70,000 (Site Federal Restricted Funds and/or Site Unrestricted General Funds)</p>
<p>•Targeted Class Size Reduction in Math and English</p>	<p>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>•Targeted Class Size Reduction (.4 FTE/site): \$280,000 (site Federal Restricted Funds and/or Site Unrestricted General Funds)</p>
<p>•Continue funding an additional .4 FTE Learning Design Coach aligned to English Learners</p>	<p>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>•Additional .4 FTE Learning Design Coach aligned to ELs: \$40,000 (Federal Restricted Funds)</p>

<p>•Continue funding additional counselor aligned to special programs</p>	<p>ACHS</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>•0.2 FTE Counseling support for English Learners at ACHS: \$25,000 (Unrestricted General Funds) •0.8 FTE Counseling support for English Learners at ACHS: \$75,000 (Site Unrestricted General Funds per SPSA)</p>
<p>•PD for staff on basic communication with Mixteco and other EL students and parents</p>	<p>ALL Schools</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>•PD for staff on communication skills for working with Mixteco and other EL families (use portion of staff PD day): See Goal 1 above</p>

<ul style="list-style-type: none"> • PD on new ELD Standards and the CCSS 	<p>ALL Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •PD on new ELD-CCSS Standards: \$10,000 (Federal Restricted Funds)
<ul style="list-style-type: none"> • Pilot EL Progress Monitoring Software-Ellevate 	<p>ALL Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •EL Progress monitoring Software: \$25,000 (Federal Restricted Funds)
<ul style="list-style-type: none"> • PD agenda items in scheduled monthly meetings to monitor new nutrition services; monitor usage of digital textbooks introduced in 2015-16;monitor usage of digital laptops introduced in 2015-16 for cohorts EL, SWD, LI, FY, Academy; modes to communicate to stakeholders on college and career readiness courses available for students 	<p>ALL Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No cost: embedded in scheduled monthly meetings</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- The graduation rate for each significant subgroup will increase by 3% or remain above 95%.
- UC/CSU a-g completion rate for each significant subgroup will increase by 3%.
- The 10th Grade CAHSEE Pass Rate (350+) in Math and English will increase by 2%.
- The 10th Grade CAHSEE Proficiency Rate (380+) in Math and English will increase by 2%.
- At least 62% of ELs will make progress on the CELDT (AMAO 1).
- Reclassification of ELs to Fluent English Proficient will increase by 2%.
- The Average Daily Attendance (ADA) rate will increase by 0.2% or maintain previous year’s growth for each significant sub group.
- There will be an increased participation rate of each significant subgroup in AP/IB courses.
- There will be an increased participation of each significant subgroup in CTE Pathways and/or Academies
- Monitor new nutrition program implemented 2015-16
- Provide PD and monitor usage of digital textbooks introduced in 2015-16
- Provide PD and monitor usage of digital laptops introduced in 2015-16 for cohorts EL, SWD, LI, FY, Academy
- PD for all stakeholders on college and career readiness courses available for students
- Provide information through various modes of communication: text, social media, paper, email, phone calls, etc.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Enhance the AVID program at all 6 comprehensive school sites <ul style="list-style-type: none"> • Allocate a .4 FTE release time for District AVID Liaison • AVID Site Fee • AVID Summer Conference 	ACHS, CIHS, OHS, PHS, RMHS, HHS	<u> x </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> • Enhance AVID at all 6 comp. school sites (.4 FTE District Liaison, Site Fee, Summer PD): \$140,000 (Unrestricted General Funds)

<p>•Provide additional summer school support courses for credit recovery and credit advancement</p>	<p>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>•Summer School Support: \$200,000 (Unrestricted General Funds and Federal Restricted Funds)</p>
<p>•Before/After school tutoring</p>	<p>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>•Before/After school tutoring: \$70,000 (Site Federal Restricted Funds and/or Site Unrestricted General Funds)</p>
<p>•Targeted Class Size Reduction in Math and English</p>	<p>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>•Targeted Class Size Reduction (.4 FTE/site): \$280,000 (site Federal Restricted Funds and/or Site Unrestricted General Funds)</p>

<ul style="list-style-type: none"> •Continue funding an additional .4 FTE Learning Design Coach aligned to English Learners 	<p>ALL Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Additional .4 FTE Learning Design Coach aligned to ELs: \$40,000 (Federal Restricted Funds)
<ul style="list-style-type: none"> •Continue funding additional counselor aligned to special programs 	<p>ACHS</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •0.2 FTE Counseling support for English Learners at ACHS: \$25,000 (Unrestricted General Funds) •0.8 FTE Counseling support for English Learners at ACHS: \$75,000 (Site Unrestricted General Funds per SPSA)
<ul style="list-style-type: none"> •PD for staff on basic communication with Mixteco and other EL students and parents 	<p>ALL Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •PD for staff on communication skills for working with Mixteco and other EL families (use portion of staff PD day): See Goal 1 above

<ul style="list-style-type: none"> • PD on new ELD Standards and the CCSS 	<p>ALL Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •PD on new ELD-CCSS Standards: \$10,000 (Federal Restricted Funds)
<ul style="list-style-type: none"> • Pilot EL Progress Monitoring Software-Ellevate 	<p>ALL Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •EL Progress monitoring Software: \$25,000 (Federal Restricted Funds)
<ul style="list-style-type: none"> • PD agenda items in scheduled monthly meetings to monitor new nutrition services; monitor usage of digital textbooks introduced in 2015-16;monitor usage of digital laptops introduced in 2015-16 for cohorts EL, SWD, LI, FY, Academy; modes to communicate to stakeholders on college and career readiness courses available for students 	<p>ALL Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> <hr/>	<p>No cost: embedded in scheduled monthly meetings</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- The graduation rate for each significant subgroup will increase by 3% or remain above 95%.
- UC/CSU a-g completion rate for each significant subgroup will increase by 3%.
- The 10th Grade CAHSEE Pass Rate (350+) in Math and English will increase by 2%.
- The 10th Grade CAHSEE Proficiency Rate (380+) in Math and English will increase by 2%.
- At least 62% of ELs will make progress on the CELDT (AMAO 1).
- Reclassification of ELs to Fluent English Proficient will increase by 2%.
- The Average Daily Attendance (ADA) rate will increase by 0.2% or maintain previous year’s growth for each significant sub group.
- There will be an increased participation rate of each significant subgroup in AP/IB courses.
- There will be an increased participation of each significant subgroup in CTE Pathways and/or Academies
- Monitor new nutrition program implemented 2015-16
- Provide PD and monitor usage of digital textbooks introduced in 2015-16
- Provide PD and monitor usage of digital laptops introduced in 2015-16 for cohorts EL, SWD, LI, FY, Academy
- PD for all stakeholders on college and career readiness courses available for students
- Provide information through various modes of communication: text, social media, paper, email, phone calls, etc.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Enhance the AVID program at all 6 comprehensive school sites •Allocate a .4 FTE release time for District AVID Liaison •AVID Site Fee •AVID Summer Conference	ACHS, CIHS, OHS, PHS, RMHS, HHS	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	•Enhance AVID at all 6 comp. school sites (.4 FTE District Liaison, Site Fee, Summer PD): \$140,000 (Unrestricted General Funds)

<p>•Provide additional summer school support courses for credit recovery and credit advancement</p>	<p>ALL Schools</p>	<p><u> </u> <u> </u> <u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>•Summer School Support: \$200,000 (Unrestricted General Funds and Federal Restricted Funds)</p>
<p>•Before/After school tutoring</p>	<p>ALL Schools</p>	<p><u> </u> <u> </u> <u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>•Before/After school tutoring: \$70,000 (Site Federal Restricted Funds and/or Site Unrestricted General Funds)</p>
<p>•Targeted Class Size Reduction in Math and English</p>	<p>ALL Schools</p>	<p><u> </u> <u> </u> <u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>•Targeted Class Size Reduction (.4 FTE/site): \$280,000 (site Federal Restricted Funds and/or Site Unrestricted General Funds)</p>

<ul style="list-style-type: none"> •Continue funding an additional .4 FTE Learning Design Coach aligned to English Learners 	<p>ALL Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Additional .4 FTE Learning Design Coach aligned to ELs: \$40,000 (Federal Restricted Funds)
<ul style="list-style-type: none"> •Continue funding additional counselor aligned to special programs 	<p>ACHS</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •0.2 FTE Counseling support for English Learners at ACHS: \$25,000 (Unrestricted General Funds) •0.8 FTE Counseling support for English Learners at ACHS: \$75,000 (Site Unrestricted General Funds per SPSA)
<ul style="list-style-type: none"> •PD for staff on basic communication with Mixteco and other EL students and parents 	<p>ALL Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •PD for staff on communication skills for working with Mixteco and other EL families (use portion of staff PD day): See Goal 1 above

<ul style="list-style-type: none"> • PD on new ELD Standards and the CCSS 	<p>ALL Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •PD on new ELD-CCSS Standards: \$10,000 (Federal Restricted Funds)
<ul style="list-style-type: none"> • Pilot EL Progress Monitoring Software-Ellevation 	<p>ALL Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •EL Progress monitoring Software: \$25,000 (Federal Restricted Funds)
<ul style="list-style-type: none"> • PD agenda items in scheduled monthly meetings to monitor new nutrition services; monitor usage of digital textbooks introduced in 2015-16;monitor usage of digital laptops introduced in 2015-16 for cohorts EL, SWD, LI, FY, Academy; modes to communicate to stakeholders on college and career readiness courses available for students 	<p>ALL Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> <hr/>	<p>No cost: embedded in scheduled monthly meetings</p>

GOAL #5:	Increase the number of students successfully taking AP/IB courses and passing AP/IB tests.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify <u>1, 3</u>
Identified Need :	After reviewing the LCAP Surveys, Grade Reports, and AP/IB enrollment data and test reports, it was determined that there are not enough students, especially from subgroups, taking and passing AP/IB courses and AP/IB tests. Concentrate on PD and communication of available resources, counselor presentations		
Goal Applies to:	Schools:	ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RCHS, RMHS	
	Applicable Pupil Subgroups:	ALL, LI, FY, EL	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase the percent of students in an AP/IB class with a final grade of C or better by 2%. • Increase the percent of students passing AP/IB tests with a 3 or better by 2%. • Through established data reports on at-risk students, establish baseline of these students participating in district tutoring, test preparation • Through established data reports on at-risk students, personally invite parents of these students to parent nights offering support • Establish baseline of stakeholders attending PD aligned to AP/IB and working on interventions for students in higher level courses 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Expand AP/IB programs (PD for teachers, D2L for all AP/IB courses—embedded support, Tutoring—Lang. support, academic/collegiate calendar) 	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)_____	<ul style="list-style-type: none"> D2L PD for AP/IB Teachers: See goal 2 above
<ul style="list-style-type: none"> Parent Nights to explain AP/IB Courses & tutoring available, sites to provide personal phone calls and invites to targeted at risk students and provide all information on these events through various modes of communication 	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)_____	<ul style="list-style-type: none"> Parent Nights to explain AP/IB Courses (announcements, refreshments): \$900 (Unrestricted General Funds)
<ul style="list-style-type: none"> AP/IB Courses PD for teachers, counselors and Administrators 	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)_____	<ul style="list-style-type: none"> AP/IB Courses PD for teachers, counselors and Administrators (staff meetings, staff PD day): See goal 1 above

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Increase the percent of students in an AP/IB class with a final grade of C or better by 2%. • Increase the percent of students passing AP/IB tests with a 3 or better by 2%. • Through established data reports on at-risk students, establish baseline of these students participating in district tutoring, test preparation • Through established data reports on at-risk students, personally invite parents of these students to parent nights offering support • Establish baseline of stakeholders attending PD aligned to AP/IB and working on interventions for students in higher level courses
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Expand AP/IB programs (PD for teachers, D2L for all AP/IB courses–embedded support, Tutoring–Lang. support, academic/collegiate calendar) 	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)_____	<ul style="list-style-type: none"> • D2L PD for AP/IB Teachers: See goal 2 above
<ul style="list-style-type: none"> • Parent Nights to explain AP/IB Courses & tutoring available, sites to provide personal phone calls and invites to targeted at risk students and provide all information on these events through various modes of communication 	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)_____	<ul style="list-style-type: none"> • Parent Nights to explain AP/IB Courses (announcements, refreshments): \$900 (Unrestricted General Funds)
<ul style="list-style-type: none"> • AP/IB Courses PD for teachers, counselors and Administrators 	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)_____	<ul style="list-style-type: none"> • AP/IB Courses PD for teachers, counselors and Administrators (staff meetings, staff PD day): See goal 1 above

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Increase the percent of students in an AP/IB class with a final grade of C or better by 2%. Increase the percent of students passing AP/IB tests with a 3 or better by 2%. Through established data reports on at-risk students, establish baseline of these students participating in district tutoring, test preparation Through established data reports on at-risk students, personally invite parents of these students to parent nights offering support Establish baseline of stakeholders attending PD aligned to AP/IB and working on interventions for students in higher level courses
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Expand AP/IB programs (PD for teachers, D2L for all AP/IB courses–embedded support, Tutoring–Lang. support, academic/collegiate calendar) 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> D2L PD for AP/IB Teachers: See goal 2 above
<ul style="list-style-type: none"> Parent Nights to explain AP/IB Courses & tutoring available, sites to provide personal phone calls and invites to targeted at risk students and provide all information on these events through various modes of communication 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> Parent Nights to explain AP/IB Courses (announcements, refreshments): \$900 (Unrestricted General Funds)

<ul style="list-style-type: none">• AP/IB Courses PD for teachers, counselors and Administrators	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)_____	<ul style="list-style-type: none">• AP/IB Courses PD for teachers, counselors and Administrators (staff meetings, staff PD day): See goal 1 above
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GOAL #6:	Increase opportunities for parent and family input and meaningful participation.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>3, 4, 5, 6</u>
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Identified Need : After reviewing the LCAP Surveys, OUHSD Parent Surveys 2013-14, Sign-in sheets for DELAC, DPAC and Parent Advisory Committee meetings, and the Site Governance Facilitator Job Description, it was determined that parents and families need support to be involved in the education of their children. Increased modes of parent communication of programs available, parent survey increased in regards to effective communication baseline question

Goal Applies to:	Schools:	ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RCHS, RMHS
	Applicable Pupil Subgroups:	ALL, LI, FY, EL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • The annual district parent survey will demonstrate an increase in self-reported positive school interactions. • Site Governance Facilitators will monitor SSC and ELAC meetings to ensure 100% compliance with state/federal laws. • Each site will have at least one parent/family member representative at all DELAC, DPAC and Parent Advisory Committee meetings. • Each site will have at least one parent/ family member and one student representative at the LCAP Parent and Stakeholder Advisory meetings. • Increased modes of parent communication of programs available, parent survey increased in regards to effective communication baseline question
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Parent workshops/conferences on parent involvement, College & Career Readiness, the importance of high stakes tests (CAHSEE, CELDT, SBAC, AP Exams), and how to go to college 	All Schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent Liaison: \$85,000 (Federal Restricted Funds) Workshops and conferences: \$20,000 (Federal Restricted Funds)

<ul style="list-style-type: none"> Family outreach specialist (classified, 4-6 hrs./month) 	<p>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>Parent Involvement Facilitators (1 per site @ \$1,000): \$8,000 (Federal Restricted Funds)</p>
<ul style="list-style-type: none"> Site Governance Facilitators (certificated or classified, 40 hours/year) 	<p>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>Site Governance Facilitator (1/site @ \$1,000): \$8,000 (Federal Restricted Funds)</p>
<ul style="list-style-type: none"> Fortify & expand Adult Ed. program: Increase parent graduation rate, study skills, English language skills to help. 	<p>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>OAS English Literacy Skills Classes: \$590,000 (Workforce Innovation & Opportunity Act Grant)</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- The annual district parent survey will demonstrate an increase in self-reported positive school interactions.
- Site Governance Facilitators will monitor SSC and ELAC meetings to ensure 100% compliance with state/federal laws.
- Each site will have at least one parent/family member representative at all DELAC, DPAC and Parent Advisory Committee meetings.
- Each site will have at least one parent/ family member and one student representative at the LCAP Parent and Stakeholder Advisory meetings.
- Increased modes of parent communication of programs available, parent survey increased in regards to effective communication baseline question

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Parent workshops/conferences on parent involvement, College & Career Readiness, the importance of high stakes tests (CAHSEE, CELDT, SBAC, AP Exams), and how to go to college 	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)_____	Parent Liaison: \$85,000 (Federal Restricted Funds) Workshops and conferences: \$20,000 (Federal Restricted Funds)
<ul style="list-style-type: none"> • Family outreach specialist (classified, 4-6 hrs./month) 	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)_____	Parent Involvement Facilitators (1 per site @ \$1,000): \$8,000 (Federal Restricted Funds)

<ul style="list-style-type: none"> • Site Governance Facilitators (certificated or classified, 40 hours/year) 	<p>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>Site Governance Facilitator (1/site @ \$1,000): \$8,000 (Federal Restricted Funds)</p>
<ul style="list-style-type: none"> • Fortify & expand Adult Ed. program: Increase parent graduation rate, study skills, English language skills to help. 	<p>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>OAS English Literacy Skills Classes: \$590,000 (Workforce Innovation & Opportunity Act Grant)</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The annual district parent survey will demonstrate an increase in self-reported positive school interactions. • Site Governance Facilitators will monitor SSC and ELAC meetings to ensure 100% compliance with state/federal laws. • Each site will have at least one parent/family member representative at all DELAC, DPAC and Parent Advisory Committee meetings. • Each site will have at least one parent/ family member and one student representative at the LCAP Parent and Stakeholder Advisory meetings. • Increased modes of parent communication of programs available, parent survey increased in regards to effective communication baseline question
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Parent workshops/conferences on parent involvement, College & Career Readiness, the importance of high stakes tests (CAHSEE, CELDT, SBAC, AP Exams), and how to go to college 	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)_____	Parent Liaison: \$85,000 (Federal Restricted Funds) Workshops and conferences: \$20,000 (Federal Restricted Funds)
<ul style="list-style-type: none"> Family outreach specialist (classified, 4-6 hrs./month) 	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)_____	Parent Involvement Facilitators (1 per site @ \$1,000): \$8,000 (Federal Restricted Funds)

<ul style="list-style-type: none"> • Site Governance Facilitators (certificated or classified, 40 hours/year) 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Site Governance Facilitator (1/site @ \$1,000): \$8,000 (Federal Restricted Funds)</p>
<ul style="list-style-type: none"> • Fortify & expand Adult Ed. program: Increase parent graduation rate, study skills, English language skills to help. 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>OAS English Literacy Skills Classes: \$590,000 (Workforce Innovation & Opportunity Act Grant)</p>

GOAL #7:	Ensure all sites have a positive school culture where all stakeholder voices are heard and respected.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify 3, 4, 6 _____
Identified Need :	After reviewing the LCAP Surveys, OUHSD Parent Surveys 2013-14, attendance data, truancy rates, suspension rates, expulsion rates, and the California Healthy Kids Survey Report, it was determined that students need to take an active role in their own education. Staff needs to see students as stakeholders, creating a positive environment for active participation. All stakeholders need to be treated respectfully.	
Goal Applies to:	Schools: ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RCHS, RMHS	
	Applicable Pupil Subgroups:	All LI, FY, EL, SPED
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • There will be a decrease in inappropriate behaviors as measured by office referrals, suspensions and expulsions. • The Average Daily Attendance (ADA) rate will increase by 0.2% or maintain previous year’s growth. • Chronic absenteeism rates as measured by truancy rates will decrease by 3% at each site. Establish a baseline of data on school culture from results of Healthy Kids Survey • In scheduled monthly meetings, training classified run reports on those chronic absent students earlier in the year, so students can be targeted for assistance. • In scheduled monthly meetings, training district management meetings, counselor, and teachers on RTI for at-risk students. • In scheduled monthly meetings include resources and PD to improve communication of mental/health resources available in the community, PD with chronic absenteeism, etc. 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> •PD for employees in running reports to determine students at-risk: discipline, grades, attendance. PD on customer service and protocols for working with students, parents and the community to assist in working with students at risk, including RTI, communication of mental/health resources available in the community 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •PD for employees in customer service and protocols for working with students, parents, and the community (HR, Student Services, Parent Liaison): See Goal #1 above

<ul style="list-style-type: none"> •Establish a solutions/concerns Committee 	<p>All Schools</p>	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •No additional cost.
<ul style="list-style-type: none"> •Maintain Peer Resource Program 	<p>All Schools</p>	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Part of FTE Allocation: No additional cost.
<ul style="list-style-type: none"> •Link Crew 	<p>CIHS, HHS, OHS, PHS, RMHS</p>	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Program Costs:\$5,000/site (Federal Restricted Funds)
<ul style="list-style-type: none"> •Fencing and Security Cameras 	<p>All Schools</p>	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Security Cameras for 2 schools/year (\$50,000/site) : \$100,000 (Unrestricted General Funds)
<ul style="list-style-type: none"> • Positive Motivation Strategies (PBIS, Champs, etc.) 	<p>All Schools</p>	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Professional Development: See Goal #1 above.

<ul style="list-style-type: none"> •Tardy Sweeps 	<p>HHS, PHS</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Tardy sweep software and personnel: \$50,000 (Site allocations of Unrestricted General Funds per SPSA)
<ul style="list-style-type: none"> •Evening Attendance Callers 	<p>HHS</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Extra hours for personnel to call home: \$15,000 (Site allocations of Federal Restricted Funds per SPSA)
<ul style="list-style-type: none"> •Online Parent Communication Program 	<p>HHS</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Online Service Contract: \$20,000 (Unrestricted General Funds)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- There will be a decrease in inappropriate behaviors as measured by office referrals, suspensions and expulsions.
- The Average Daily Attendance (ADA) rate will increase by 0.2% or maintain previous year’s growth.
- Chronic absenteeism rates as measured by truancy rates will decrease by 3% at each site.
- Establish a baseline of data on school culture from results of Healthy Kids Survey
- In scheduled monthly meetings, training classified run reports on those chronic absent students earlier in the year, so students can be targeted for assistance.
- In scheduled monthly meetings, training district management meetings, counselor, and teachers on RTI for at-risk students.
- In scheduled monthly meetings include resources and PD to improve communication of mental/health resources available in the community, PD with chronic absenteeism, etc.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>•PD for employees in running reports to determine students at-risk: discipline, grades, attendance. PD on customer service and protocols for working with students, parents and the community to assist in working with students at risk, including RTI, communication of mental/health resources available in the community</p>	<p>All Schools</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>•PD for employees in customer service and protocols for working with students, parents, and the community (HR, Student Services, Parent Liaison): See Goal #1 above</p>
<p>•Establish a solutions/concerns Committee</p>	<p>All Schools</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>•No additional cost.</p>

<ul style="list-style-type: none"> •Maintain Peer Resource Program 	<p>All Schools</p>	<p><u> X </u> 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>	<ul style="list-style-type: none"> •Part of FTE Allocation: No additional cost.
<ul style="list-style-type: none"> •Link Crew 	<p>CIHS, HHS, OHS, PHS, RMHS</p>	<p><u> X </u> 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>	<ul style="list-style-type: none"> •Program Costs:\$5,000/site (Federal Restricted Funds)
<ul style="list-style-type: none"> •Fencing and Security Cameras 	<p>All Schools</p>	<p><u> X </u> 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>	<ul style="list-style-type: none"> •Security Cameras for 2 schools/year (\$50,000/site) : \$100,000 (Unrestricted General Funds)
<ul style="list-style-type: none"> • Positive Motivation Strategies (PBIS, Champs, etc.) 	<p>All Schools</p>	<p><u> X </u> 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>	<ul style="list-style-type: none"> •Professional Development: See Goal #1 above.
<ul style="list-style-type: none"> •Tardy Sweeps 	<p>HHS, PHS</p>	<p><u> X </u> 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>	<ul style="list-style-type: none"> •Tardy sweep software and personnel: \$50,000 (Site allocations of Unrestricted General Funds per SPSA)

<ul style="list-style-type: none"> •Evening Attendance Callers 	<p>HHS</p>	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Extra hours for personnel to call home: \$15,000 (Site allocations of Federal Restricted Funds per SPSA)
<ul style="list-style-type: none"> •Online Parent Communication Program 	<p>HHS</p>	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Online Service Contract: \$20,000 (Unrestricted General Funds)

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • There will be a decrease in inappropriate behaviors as measured by office referrals, suspensions and expulsions. • The Average Daily Attendance (ADA) rate will increase by 0.2% or maintain previous year’s growth. • Chronic absenteeism rates as measured by truancy rates will decrease by 3% at each site. • Establish a baseline of data on school culture from results of Healthy Kids Survey • In scheduled monthly meetings, training classified run reports on those chronic absent students earlier in the year, so students can be targeted for assistance. • In scheduled monthly meetings, training district management meetings, counselor, and teachers on RTI for at-risk students. <p>In scheduled monthly meetings include resources and PD to improve communication of mental/health resources available in the community, PD with chronic absenteeism, etc.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> •PD for employees in running reports to determine students at-risk: discipline, grades, attendance. PD on customer service and protocols for working with students, parents and the community to assist in working with students at risk, including RTI, communication of mental/health resources available in the community 	All Schools	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •PD for employees in customer service and protocols for working with students, parents, and the community (HR, Student Services, Parent Liaison): See Goal #1 above
<ul style="list-style-type: none"> •Establish a solutions/concerns Committee 	All Schools	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •No additional cost.

<ul style="list-style-type: none"> •Maintain Peer Resource Program 	<p>All Schools</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Part of FTE Allocation: No additional cost.
<ul style="list-style-type: none"> •Link Crew 	<p>CIHS, HHS, OHS, PHS, RMHS</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Program Costs:\$5,000/site (Federal Restricted Funds)
<ul style="list-style-type: none"> •Fencing and Security Cameras 	<p>All Schools</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Security Cameras for 2 schools/year (\$50,000/site) : \$100,000 (Unrestricted General Funds)
<ul style="list-style-type: none"> • Positive Motivation Strategies (PBIS, Champs, etc.) 	<p>All Schools</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Professional Development: See Goal #1 above.

<ul style="list-style-type: none"> •Tardy Sweeps 	<p>HHS, PHS</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Tardy sweep software and personnel: \$50,000 (Site allocations of Unrestricted General Funds per SPSA)
<ul style="list-style-type: none"> •Evening Attendance Callers 	<p>HHS</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Extra hours for personnel to call home: \$15,000 (Site allocations of Federal Restricted Funds per SPSA)
<ul style="list-style-type: none"> •Online Parent Communication Program 	<p>HHS</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> •Online Service Contract: \$20,000 (Unrestricted General Funds)

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 #1 from prior year LCAP:	Ensure all teachers are prepared to help all students (including LI, newcomer and long-term ELs, and FY) successfully complete high school and graduate prepared for college and career.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Goal Applies to:	Schools:	ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RMHS	
	Applicable Pupil Subgroups:	ALL, LI, FY, EL	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> •All teachers will participate in one or more PD and/or PLC training on the CCSS, new ELD Standards as verified by attendance sheets (Science teachers will additional attend training on the NGSS) •CAHSEE pass rate (350+) in Math and English will increase by 2% •ELs will make progress on the CELDT and meet state AMAO 1 and AMAO 2 •HS graduation rate will increase by 2% •HS dropout rate will decrease by 2% •UC/CSU a-g completion rate will increase by 2% •All teachers will be Highly Qualified (HQT) •All classrooms will have standards-aligned instructional materials as documented by the Williams Act •More students will be enrolled in an academy than in the previous year •All school facilities will be maintained in good repair 		<p data-bbox="1056 878 1234 976">Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • Over 400 hours in certificated PD. Staff participated in in one or more PD and/or PLC training on the CCSS, new ELD Standards as verified by attendance sheets (Science teachers attended additional training on the NGSS). MyLearningPlan was used enroll in PD, so tracking of hours, alignment to goals is monitored • Increase of CAHSEE pass rate (350+) in Math and English. Target increase by 2% (grade 10 census)March 2015- 2013-14 80%, 2014-15 83% - Met goal 3% increase • ELs will make progress on the CELDT and meet state AMAO 1 and AMAO 2: 2013-14 AMAO 1-59.8%, AMAO 2 44%; 14.5% (less than year) 2014-15 (data pending) • HS graduation rate will increase by 2%: Goal Met- Increased by 2.6% (2012-13 to 2013-14) • HS dropout rate will decrease by 2%: (data pending) • UC/CSU a-g completion rate will increase by 2%:data pending • All teachers will be Highly Qualified (HQT)goal met • All classrooms will have standards-aligned instructional materials as documented by the Williams Act: Goal Met • More students will be enrolled in an academy than in the previous year-Students enrolled baseline 2014-15: 2714 • All school facilities will be maintained in good repair: Goal Met - SARC <p data-bbox="1276 1419 1675 1448">*Data -CDE data quest, SARC, LEA</p>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> •CCSS PD 	\$225,000 (Common Core)	363 state standards PD (CCSS) provided by district and PD for outside of district also paid	\$204,000
Scope of service:	All Schools	Scope of service:	All Schools
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> •Sub Pay to release teachers for within the school year CCSS PD 	\$50,000 (Common Core)	Sub Pay established to release teachers for within the school year CCSS PD, coded in AESOP	Included in CCSS PD (\$50,000)
Scope of service:	All Schools	Scope of service:	All Schools
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> •Conferences 	\$125,000 (Common Core)	Staff attended conferences provided by district, county and state offices. (costs down bringing experts to district)	\$54,000
Scope of service:	All Schools	Scope of service:	All Schools
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

<ul style="list-style-type: none"> • Linked Learning & 21st Century Learning PD (i.e., NAF, etc.) 	<ul style="list-style-type: none"> • \$114,000 (State Restricted Funds—CCPT: California Career Partnership Trust Grant) 	Funding yearlong to implementation of Linked Learning & 21 st Century Learning PD (i.e., NAF, etc.)	\$102,000
Scope of service: All Schools <hr/> <input checked="" type="checkbox"/> ALL		Scope of service: All Schools <hr/> <input type="checkbox"/> ALL	
<ul style="list-style-type: none"> • Addition of 2 Professional Development Days (ongoing) 	<ul style="list-style-type: none"> • \$1,000,000 (Unrestricted General Funds) 	Addition of 2 Professional Development Days (ongoing), projection was more than expected to allow for addition of 2 PD days	\$1,200,000
Scope of service: All Schools <hr/> <input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		Scope of service: All Schools <hr/> <input type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> • Restoration of 3 school days (ongoing) 	<ul style="list-style-type: none"> • \$1,500,000 (Unrestricted General Funds) 	Restoration of 3 school days (ongoing) projection was more than expected to increase 3 school days	\$1,800,000
Scope of service: All Schools <hr/> <input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		Scope of service: All Schools <hr/> <input type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

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

Need Summary: PD for the implementation of State Standards will be included in the 2015-16 plan, instead of CCSS. Restoration of school days and the adding of professional development days allowed for site PD aligned to goal, as well as district breakout sessions by core area. Ensure counselors are involved in PD aligned to goal. More counselors, bilingual if possible, to assist with this area. On-going PD aligned to technology, not only for students but aligned to teachers. The district has increased more students being prepared for college and career and will be adding 10 additional Linked Learning Academy offerings for the 2015-16 school year. Throughout the meeting discussions, it was apparent that with the shift in Advanced Placement, that PD for AP teachers would be supported/provided to increase skills, help in retaining students in program and increase the number of students passing AP exams.

Original GOAL #2 from prior year LCAP:	Ensure all students have access to appropriate technology and can demonstrate effective 21 st Century Skills.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 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__ 10__ Local : Specify _____	
Goal Applies to:	Schools: ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RMHS	Applicable Pupil Subgroups: ALL, LI, FY, EL		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Student surveys will show increased satisfaction with school technology. • Students will successfully participate in SBAC testing. 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Student surveys will show increased satisfaction with school technology: Baseline Year (first survey given) • Students will successfully participate in SBAC testing: Goal Met
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
• Increase Bandwidth by 2 GB:		\$85,500 (Unrestricted General Funds)	Increased Bandwidth by 2 GB	
Scope of service: All Schools				
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

<ul style="list-style-type: none"> • 1600 student mobile devices 		\$800,000 (Common Core and Unrestricted General Funds)	<ul style="list-style-type: none"> • 2000 mobile devices purchased, more purchased than expected along with carts to provide easier access to different classrooms 	\$1,400,000
Scope of service:	All Schools		Scope of service:	All Schools
<u> </u> X <u> </u> ALL			<u> </u> X <u> </u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> • D2L training (100 seats @ 2 hours): \$5,600 (Common Core) 		\$5,600 (Common Core)	D2L training (100 seats @ 2 hours): \$5,600 (Common Core) –more staff involved than expected	\$15,000
Scope of service:	All Schools		Scope of service:	All Schools
<u> </u> X <u> </u> ALL			<u> </u> X <u> </u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> • 100 mobile devices for Teachers completing D2L: \$50,000 (Common Core) 		\$50,000 (Common Core)	<ul style="list-style-type: none"> • 100 mobile devices for Teachers completing D2L: \$50,000 (Common Core) updated more teacher stations & counselors than expected 	\$122,500
Scope of service:	All Schools		Scope of service:	All Schools
<u> </u> X <u> </u> ALL			<u> </u> X <u> </u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

• District Curriculum Committee project to revise computer literacy requirements (extra hourly)		\$1000 (Unrestricted General Funds)	District Curriculum Committee met in April/May to revise computer literacy requirements, board recommendation in June (extra hourly)	\$800
Scope of service:	All Schools		Scope of service:	Did not implement
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Need Summary: All areas were covered during the 2014-2015 year. 2000, instead of 1600 mobile devices were deployed in computers on wheels (COWS) district wide. Change would be to implement Digital textbooks/pilot laptop program for subgroups/updating technology are a continued effort to assist in this goal, another 1000 will be piloted throughout the district with special cohorts, EL, SWD, FY, LI, Academy for the 2015-16 school year as the transition to 1-1 devices becomes a tool. Through the LCAP process a revision of the Computer Literacy graduation requirement will be updated for 2015-16 school year, the new online assessment will provide for more opportunities of assessment and students being able to test in English or Spanish.		

<p>Original GOAL #3 from prior year LCAP:</p>	<p>All students will graduate prepared for college, career, and life, having successfully participated in the OUHSD Linked Learning high school experience</p>		<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RMHS</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Applicable Pupil Subgroups:</p>	<p>ALL, LI, FY, EL</p>	<p>Actual Annual Measurable Outcomes:</p>
<ul style="list-style-type: none"> • Graduation rate will increase by 2% • UC/CSU a-g completion rate will increase by 2% • CAHSEE Pass Rate (350+) in Math and English will increase by 2% • At least 60% of ELs will make progress on the CELDT (AMAO 1) • Increase number of CTE course offerings • Increase % of students completing all Naviance tasks by 5% • Reclassification of ELs to Fluent English Proficient will increase by 2% • Percent of students scoring proficient according to the EAP will increase by 2% 	<ul style="list-style-type: none"> • Graduation rate will increase by 2%: Goal Met-Increased by 2.6% (2012-13 to 2013-14) • UC/CSU a-g completion rate will increase by 2%: (data pending) • CAHSEE Pass Rate (350+) in Math and English will increase by 2%: (data pending) • At least 60% of ELs will make progress on the CELDT (AMAO 1): 59.8% • Increase number of CTE course offerings: baseline • Increase % of students completing all Naviance tasks by 5%: (data pending) • Reclassification of ELs to Fluent English Proficient will increase by 2%: (data pending) • Percent of students scoring proficient according to the EAP will increase by 2%: (data pending) 		

LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> • 2 extra hours for College and Career Technicians 		\$80,000 (Carl Perkins Grant)	<ul style="list-style-type: none"> • 2 extra hours for College and Career Technicians were reinstated district wide and a part-time position was created for our Independent Study School Condor 	\$82,000
Scope of service:	All Schools	Scope of service:	All Schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<ul style="list-style-type: none"> • Naviance 9th -12th 		\$84,000 (State Restricted Funds—CCPT Grant)	<ul style="list-style-type: none"> • Naviance is now implemented grades 9th -12th This year’s 2015 graduating class used the common app for college applications 	\$84,000
Scope of service:	All Schools	Scope of service:	All Schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<ul style="list-style-type: none"> Development of Graduate Profile (extra hourly) 		\$1000 (State Restricted Funds—CCPT Grant)	A college and career profile was created on our SIS that prepopulates data for counselors on grades, assessment scores, etc. The graduate profile we did not have time to complete the graduate profile	n/a
Scope of service:	All Schools		Scope of service:	All Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> Development of College & Career Readiness projects (120 teachers for 16 hours) 		\$54,000 (Common Core)	<ul style="list-style-type: none"> Developed of College & Career Readiness projects (120 teachers for 16 hours) Lead teachers, per core area, per site were created and assisted with projects, input, attended meetings. 	\$55,000
Scope of service:	All Schools		Scope of service:	All Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> Freshmen Transition/EEL for 9th graders (revision, materials & training) 		\$5,000 (Common Core)	The Freshmen Transition/EEL for 9 th graders continues to be a part of the geography and health curriculum. (updates and revisions, materials & training provided)	\$4,800
Scope of service:	All Schools		Scope of service:	All Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>• College Field Trips organized by each school site</p>	<p>Variable costs (paid through site Unrestricted General Funds)</p>	<p>Sites organized their own college field trips</p>	<p>Included in site budgets (\$18,000)</p>
<p>Scope of service: All Schools</p>		<p>Scope of service: All Schools</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>• SOAR and OASIS courses during the regular school day (smaller class size)</p>	<p>Site FTE Allocation (Unrestricted General Funds)</p>	<p>The district continued to offer SOAR and OASIS courses during the regular school day (smaller class size). They were able to keep small sizes within their FTE Fund allocation</p>	<p>(unrestricted general fund \$360,000)</p>
<p>Scope of service: All Schools</p>		<p>Scope of service: All Schools</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Overall this goal was met, as the priority was on preparing students for college and career readiness. With input from stakeholders, changes that are recommended are the need for more counselors, bilingual whenever possible to decrease the caseload and also mental & health services or resources available for students so they can meet this goal. Digital textbooks/pilot laptop program for subgroups/updating technology are a continued effort to assist in this goal, another 1000 will be piloted throughout the district with special cohorts, EL, SWD, LI, FY, Condor & FHS, Academies. Based on LCAP stakeholder feedback, parent communication on academies, course access (AP/IB), UC A-G requirements, etc. There is a need to improve information getting to parents/students through different modes of communication: text, social media, paper, email, phone calls, etc.</p>		

Original GOAL #4 from prior year LCAP:	Decrease the subgroup achievement gaps.		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RMHS	
	Applicable Pupil Subgroups:	LI, FY, EL	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Graduation rate for each significant subgroup will increase by 3% • UC/CSU a-g completion rate for each significant subgroup will increase by 3% • CAHSEE Proficiency (380+) Rate for each significant subgroup in Math and English will increase by 2% • At least 60% of ELs will make progress on the CELDT (AMAO 1) • Reclassification of ELs to Fluent English Proficient will increase by 2% • Average Daily Attendance (ADA) rate will increase by 0.5% for each significant subgroup • There will be a reduction in Foster Youth Mobility for intra-district transfers (Year 1 to determine baseline) • SPED students will have increased participation in work-based learning opportunities (Year 1 to determine baseline) • Increased participation of each significant subgroup in AP/IB courses (Year 1 to determine baseline) • Increased participation of each significant subgroup in CTE Pathways and/or Academies (Year 1 to determine baseline) 		Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> • Graduation rate for each significant subgroup will increase by 3%: (data pending) • UC/CSU a-g completion rate for each significant subgroup will increase by 3%: (data pending) • CAHSEE Proficiency (380+) Rate for each significant subgroup: (data pending) in Math and English will increase by 2% • At least 60% of ELs will make progress on the CELDT (AMAO 1): 59.8% • Reclassification of ELs to Fluent English Proficient will increase by 2%: (data pending) • Average Daily Attendance (ADA) rate will increase by 0.5% for each significant subgroup: (data pending) • There will be a reduction in Foster Youth Mobility for intra-district transfers (Year 1 to determine baseline): (data pending) • SPED students will have increased participation in work-based learning opportunities (Year 1 to determine baseline): (2014-15 baseline pending) • Increased participation of each significant subgroup in AP/IB courses (Year 1 to determine baseline): (2014-15 baseline pending) • Increased participation of each significant subgroup in CTE Pathways and/or Academies (Year 1 to determine baseline): (2014-15 baseline pending)

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> •Expand AVID to all 6 comp. school sites (.2 FTE District Liaison) 	\$23,000 (Site Unrestricted General Funds)	Expanded AVID to all 6 comp. school sites (a .2 FTE District Liaison was hired to assist in monitoring the new sites introducing AVID and those expanding services)	\$23,000
Scope of service: All Schools <input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		Scope of service: All Schools <input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> •Expand AVID to all 6 comp. school sites (Site Fee, Curriculum) 	\$36,000 (Site Unrestricted General Funds)	<ul style="list-style-type: none"> •Expanded AVID to all 6 comp. school sites (including the Site Fees and cost for any Curriculum needed) 	\$42,000
Scope of service: All Schools <input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		Scope of service: All Schools <input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

<ul style="list-style-type: none"> Expand AVID to all 6 comp. school sites (Summer Conference, additional PD) 		\$58,500 (Site Unrestricted General Funds)	OUHSD expanded AVID to all 6 comp. school sites (including fees for Summer Conference, additional PD throughout the year). More spent to better prepare newer schools	\$100,000
Scope of service:	All Schools		Scope of service:	All Schools
<u>X</u> ALL			<u>X</u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> Expand AVID to all 6 comp. school sites (Additional materials/tests) 		\$16,500 (Site Unrestricted General Funds)	<ul style="list-style-type: none"> Expanded AVID to all 6 comp. school sites (purchased Additional materials/tests as needed) less spent, as more went towards PD 	\$8,000
Scope of service:	All Schools		Scope of service:	All Schools
<u>X</u> ALL			<u>X</u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

•Before/After school tutoring		\$70,000 (Site Federal Restricted Funds and/or Site Unrestricted General Funds per SPSA)	Each site implemented Before/After school tutoring , site budgets provided the additional funding	\$52,000
Scope of service:	All Schools		Scope of service:	All Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
•Provide four additional summer school courses at each comprehensive school site		\$210,000 (Unrestricted General Funds)	Provided four additional summer school courses at each comprehensive school site for 2013-14, 2014-15	\$210,000
Scope of service:	All Schools		Scope of service:	All Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

•Additional .4 FTE Learning Design Coach aligned to ELs		\$40,000 (Federal Restricted Funds)	.4 Learning Design coach was hired and directly aligned to ELs	\$40,000
Scope of service:	All Schools		Scope of service:	All Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
•PD for staff on communication skills for working with Mixteco and other EL families		Paid through goal 1 above	Through PD, sites were made aware of resources for translation and working with parents who are Mixteco and other EL families. Sites are working towards a parent welcome center through input of this goal. (in progress)	Goal 1 paid
Scope of service:	All Schools		Scope of service:	All Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
•0.2 FTE Counseling support for English Learners at ACHS:		\$25,000 (Unrestricted General Funds)	0.2 FTE Counseling support for English Learners at ACHS was funded	\$25,000
Scope of service:	ACHS		Scope of service:	ACHS
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

<p>•Provide additional EL summer school courses at each school site:</p>	<p>\$100,000 (Federal Restricted Funds and Unrestricted General Funds)</p>	<p>Additional EL summer school courses were funded for summer 2013-14, and 2014-15.</p>	<p>\$80,000</p>
<p>Scope of service: All Schools</p>		<p>Scope of service: All Schools</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>•PD on new ELD-CCSS Standards</p>	<p>\$10,000 (Federal Restricted Funds)</p>	<p>PD on new ELD-CCSS Standards, 125.5 hours of PD aligned to ELD as aligned to CCSS were attended.</p>	<p>\$10,000</p>
<p>Scope of service: All Schools</p>		<p>Scope of service: All Schools</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

•PD for staff on implementation of AB 490 and AB 216 at all school sites (VCOE staff or other PD opportunities)		\$2000 (Unrestricted General Funds) + See Goal 1 above	No money was needed, training was embedded through PD at counselor, administration meetings held at district level.	Goal 1 paid
Scope of service:	All Schools		Scope of service:	All Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Need summary: Providing with specific PD on our significant subgroups and also providing support through intervention and college readiness programs and courses, this goal has remained a top priority. With input, again more counselors remained a need to alleviate the caseload number and allow for more 1-1 and presentations to groups of students. Improved lunch services, as a basic need, also was apparent, and this change is already happening. Digital textbooks/pilot laptop program for subgroups/updating technology are a continued effort to assist in this goal, another 1000 will be piloted throughout the district with special cohorts, EL, SWD, LI, FY, Academy, Condor & FHS. Based on data we see that over the last two years 135 UC A-G courses have been added, for 2015-16. There is a need to improve information getting to parents/students through different modes of communication: text, social media, paper, email, phone calls, etc.		

Original GOAL #5 from prior year LCAP:	Increase the number of students successfully taking AP/IB courses and passing AP/IB tests.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RMHS		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> •Increase number of students in an AP/IB class with a final grade of C or better by 2%. •Increase number of students passing AP/IB tests with a 3 or better by 2%. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> •Increase number of students in an AP/IB class with a final grade of C or better by 2%: (2014-15 data pending) •Increase number of students passing AP/IB tests with a 3 or better by 2%: (2014-15 data pending) 	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
• D2L PD for AP/IB Teachers	Paid through goal 2 above	D2L PD was for all teachers, included AP/IB teachers	Paid through goal 2	
Scope of service:	All Schools	Scope of service:	All Schools	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

<ul style="list-style-type: none"> • Parent Nights to explain AP/IB Courses (announcements, refreshments) 		\$900 (Site Unrestricted General Funds)	Back to school and open houses used for this communication. Through site \$900	(Site unrestricted general fund)
Scope of service:	All Schools		Scope of service:	All Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> • AP/IB Courses PD for teachers, counselors and Administrators (staff meetings, staff PD day): 		Paid through goal 1 above		Paid through goal 1
Scope of service:	All Schools		Scope of service:	All Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Need summary : Changes that will be happening, based on input from stakeholders would be more communication and public relations to the programs, software, opportunities that are already in place at the site, district, and online. (Shmoop, tutoring, learning management system (D2L), extended library hours, etc) Also, look at semester numbers to ensure students who are having difficulty are identified to counselors so they can meet with students. Based on comments from the LCAP meetings, stakeholders expressed a need to look more deeply at the data not only by district, by site, and by teachers. By looking deeper at data the district supports providing professional development for counselors, administration, and teachers on AP/IB courses and test analysis and strategic test preparation skills.</p>		

<p>Original GOAL #6 from prior year LCAP:</p>	<p>Increase opportunities for parent input and meaningful participation</p>		<p>Related State and/or Local Priorities: 1_ 2_ 3_X 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RMHS</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Applicable Pupil Subgroups:</p>	<p>ALL, LI, FY, EL</p>	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> •Annual parent surveys will demonstrate an increase in self-reported positive school interactions •Site Governance Facilitators will monitor SSC and ELAC meetings to ensure 100% compliance with state/federal laws •Each site will have at least one Parent rep at all DELAC, DPAC and Parent Advisory meetings <p>Annual parent surveys will demonstrate an increase in self-reported positive school interactions: Summary: Last year (2013-2014) district wide we rated at a 27% with high satisfactory rates on questions relating to positive school interactions (sample: Front office friendly environment, feeling welcomed and being able to communicate efficiently with counselor and/or teacher). This school year (2014-2015) we rated with a 30% high satisfactory.</p> <p>Goal (2015-2016): Our goal for next school year will be to increase by 5% in our overall positive interactions districtwide.</p> <ul style="list-style-type: none"> •Site Governance Facilitators will monitor SSC and ELAC meetings to ensure 100% compliance with state/federal laws: Summary: Site Governance Facilitators assisted in coordinating and completing SSC/ELAC compliance documentation required by all school sites. We had about 75% of the required compliance documentation required by all school sites. <p>Goal (2015-2016): Our goal for next school year (2015-2016) will be to increase our completed compliance documentation by 10% by all school sites. District will continue to provide necessary support and guidance with all the necessary documentation required.</p> <ul style="list-style-type: none"> •Each site will have at least one Parent rep at all DELAC, DPAC and Parent Advisory meetings: Summary: School sites had about 80% parent representation at the parent advisory committee meetings. <p>Goal (2015-2016): Our goal for next year will be to help and assist school sites recruit more parent leaders take on more parent leadership roles at school sites as well as district parent advisory committees.</p>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> District Parent Liaison 	\$85,000 (Federal Restricted Funds)	District Parent Liaison funded for 2014-2015	\$85,000
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)_____		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)_____	
<ul style="list-style-type: none"> Site Governance Facilitators (extra 40 hours/site) 	\$8,000 (Federal Restricted Funds)	<ul style="list-style-type: none"> Site Governance Facilitators were selected and funded (extra 40 hours/site) 	\$8,000
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)_____		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)_____	

●Parent Involvement Facilitators (extra hours 80 hours/site)		\$8,000 (Site Federal Restricted Funds as per site SPSA)	●Parent Involvement Facilitators were hired and paid (extra hours 80 hours/site)	\$4,500
Scope of service:	All		Scope of service:	CIHS, FHS, HHS, OHS, PHS, RMHS
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Need Summary-There was improvement from 2013-14 to 2014-15 of parents ranking high satisfactory to positive school interactions, from 27% to 30%, the goal will be to increase 5% and to do this we will continue to work with our parent representatives and sites to take more leadership roles in site and district parent advisory committees. Increased opportunities for training on technology tools and parents ability to assist in PD for training parents. The LCAP stakeholders also expressed their support to provide 2015-16 professional development for district staff (classified, certificated, management) on customer service training, including communicating with non-English speaking parents. This effort is to develop a protocol to be efficient in engaging parents in communicating resources, intervention, college and career pathways, etc. Also for 2015-16, data from the parent survey has modified the Taking Care of Business Day before school to also provide parent assistance in gathering cell phone numbers, emails, and how to access support system on monitoring student grades/progress, attendance, etc. such as ParentVue.		

Original GOAL #7 from prior year LCAP:	Ensure all sites have a positive school culture where all stakeholder voices are heard and respected.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	ACHS, CIHS, Condor, FHS, HHS, OHS, PHS, RMHS		
	Applicable Pupil Subgroups:	ALL, LI, FY, EL		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> •There will be a decrease in the behaviors that result in office referrals, suspensions and expulsions •Average Daily Attendance (ADA) rate will increase by 0.5% •Chronic absenteeism rates as measured by truancy rates will decrease by 3% at each site 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> •There will be a decrease in the behaviors that result in office referrals, suspensions and expulsions: (2014-15 data pending) •Average Daily Attendance (ADA) rate will increase by 0.5%: (2014-15 data pending) •Chronic absenteeism rates as measured by truancy rates will decrease by 3% at each site: (2014-15 data pending)
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> •PD for employees in customer service and protocols for working with students, parents, and the community (HR, Student Services, Parent Liaison) 		<ul style="list-style-type: none"> •No additional cost 	At monthly meetings, provided PD for employees in customer service and protocols for working with students, parents, and the community (HR, Student Services, Parent Liaison)	
Scope of service:	All Schools		Scope of service:	All Schools
__X__ ALL				
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

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

Need summary: With this goal we were looking at our attendance improving, along with less time students are in office for referrals, suspensions, expulsions. One of the measurable outcomes was chronic absenteeism, measured by truancy rates. We found that it will be important to train classified attendance advisors on how to run reports on those chronic absent students earlier in the year, so students can be targeted for assistance. We will also look at the results from the 2014-15 California Healthy Kids Survey, Parent Survey, and Staff Surveys to gather information on areas of improvement. No money will be involved but it will be added to district management meetings, counselor, and teacher meetings. Through the LCAP meetings and reviewing the 2014-15 Healthy Kids Survey through the newly funded TUPE grant, it will be important to examine our Response To Intervention program to the its effectiveness and determine how stakeholders can continue to improve communication of mental/health resources available in the community, PD with chronic absenteeism, etc.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$15,543,399
<p>Oxnard Union High School District (OUHSD) will receive an additional \$15,543,399 (estimate) for the 2015-16 school year. The unduplicated percentage for OUHSD exceeds 55%. Funds will be used to maintain all 180 student school days and to maintain two staff development days. The remaining funds will be used to provide an additional four enrichment summer school courses at all six comprehensive school sites, enhance the AVID program at all six comprehensive high schools, increase sub-pay to increase the pool of highly qualified substitute teachers and ensure a continuity of instruction when teachers are out of the classroom, before/after school tutoring, and additional Enrichment, EL Support, and Freshmen Transition summer school courses at the six comprehensive sites. These programs and strategies are the best use of our current funds to accelerate the growth of the students who are LI, EL, and FY (approximately 67%) and increase the achievement of all students.</p>	

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

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

12	%
<p>The LCFF is projected to generate additional revenues of approximately 8% for OUHSD. In order to provide an 8% level of increased or improved services for our LI, EL, and FY students, we attempted to focus a large segment of our efforts on professional development. When staff are</p>	

properly trained and equipped to work with students who are LI, EL, and FY, both the instruction and the student outcomes are impacted. Additionally, our use of funds to support AVID, summer school, before/after school tutoring, and the designation of an additional part time teacher to work on issues relating to English Learners will clearly provide our LI, EL and FY with more than the needed 8% of increased or improved services than will be provided to all our students. Finally, while the additional funds will have a positive impact on our students, it still is not enough to address all of the needs generated by our stakeholder groups. Many of the items have been allocated to a wish list for future years or when funds become available.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).