

Introduction:

LEA: Ocean View School District **Contact (Name, Title, Email, Phone Number):** Marcia Turner, Assistant Supt- Ed Services, mturner@oceanviewsd.org, (805) 488-4441 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

Introduction: Ocean View School District serves the southeastern portion of Oxnard to the Naval Base Ventura County- Point Mugu, and unincorporated Ventura County from the Los Angeles County line to Port Hueneme. The district, covering 80 square miles, includes three elementary schools, one junior high school, and two early education schools. It is located along the coast in an area that is primarily agricultural, and somewhat isolated. The district serves approximately 2600 students. The district's unduplicated count for LCFF is 87.7%. (English Learners and low income) which is why the district principally directs services toward English Learners and students from low income families. 88% of students are Hispanic, 6% are White, 4% Asian, and 2% Black. The district provides extensive early education services to approximately 300 preschool age students, funded by a variety of grants and other restricted fund sources. Clinicas de Camino Real partners with the district to provide a full service health clinic on district property adjacent to the junior high and the Ocean View Early Education School.

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Parents: The development of the LCAP update and the 2016-17 LCAP were discussed at the District English Learner Advisory Committee (DELAC)/EL LCAP Advisory Committee meetings on 6/2/16, 2/4/16, 11/19/15, 10/28/15 . Participants engaged in developing, reviewing and supporting the implementation of the LCAP by reviewing progress and data and giving feedback and input regarding changes for the new LCAP.</p>	<p>The following is a description of how the consultation with stakeholders contributed to the development of the LCAP: Goal 1: Commonalities from stakeholders included support for continuing implementing the district vision to prepare students for 21st century learning, and the integration of technology into instruction. This is reflected in the plan as Goal #1 and with expenditures for technology devices, infrastructure, and training for teachers in implementation of the vision for 21st Century Learning, common core standards, and technology integration. The purchase of</p>

Parents: All district parents were invite to a forum on 5/13/16 to provide input on the LCAP update and on the new 16-17 LCAP. Progress on each goal was reviewed and ideas for changes and new strategies were discussed. All parents were sent a survey regarding the LCAP, and the survey was also available online.

Pupils: During the month of April, 2016, students responded to an online survey to gather their opinions. TK-8 students throughout the year provided feedback about meal preferences and their meal participation data was a source of informing the LCAP update and 16-17 LCAP. Student feedback on electives for grades 6-8 and their choices of electives and clubs also provided student input for LCAP.

LCAP Parent Advisory Committee and EL Parent Advisory Committee meeting held May 17, 2016. Committee included parents of students of all required subgroups. LCAP draft and update were presented in Spanish and English for review and comment. Clarifying questions were answered. There were no items for the Superintendent to respond to in writing.

Community- The community was provided the opportunity to provide input on the update and the 15-16 LCAP on the district website starting 5-9-16. Information about LCAP development and LCAP updates of some components were provided to the public at meetings of the Governing Board on the following dates: March 8, 2016, Feb. 9, 2016, Nov. 10, 2015.

Local Bargaining units: classified and certificated bargaining unit representatives were asked for consultation on April 28, 2016.

District Personnel ,Teachers and other certificated: May 5, 2016 a survey was distributed to all district personnel. Additionally, teachers were asked to respond to an online survey as part of data gathering for the LCAP update.

Principals/Administrators and teacher leaders: In District Leadership Team meetings participants engaged in developing, reviewing and supporting the implementation of the LCAP by reviewing progress and and giving feedback and input regarding future needs. 11/17/15, 12/2/15, 1/19/16, 2/18/16, 3/9/16, 4/7/16

keyboards will be considered to use with ipads, so that state testing is more efficient. Both students and teachers expressed a desire to add more Ipads for grade 3, which will be considered after gathering more information about how they would be used for instruction.

Several stakeholder groups continue to prioritize the availability of extra support for students who are below grade level, and so the expenditures for the site Intervention programs are reflected in Goal 1 and supplement the federal Title I program. Additional instructional assistants for grades TK-1 will be continued based on stakeholder input. Expenditures for maintaining the "block" schedule are also included here, because of stakeholder priority for providing extra language arts and math instruction at the 6-8 grade level, since test scores show there are still high numbers of students below grade level. Maintaining our small class size was a high priority for many groups, so those expenditures are included in Goal 1.

Goal #2: for a safe and healthy learning environment, reflects a strong desire from parents and students to continue to improve the quality of meals, with fresh and homemade items, and to increase the use of environmentally friendly practices. Additionally, it reflects the commonality from all stakeholders to maintain the number of bilingual school counselors in the district. Stakeholder input also prioritized the need for intervention programs to support students who are below grade level, and the expenditures in this plan show that significant resources are devoted to those programs.

Goa l#3 reflects the priority, especially from teacher groups, to provide training and common core aligned materials, and time for teachers to plan together. The option added in 15-16 based on teacher input to offer regular monthly optional common prep time for elementary teachers after school was very successful and will continue as a priority. Items to be considered but not included at this time: Parents and staff have pointed out that in the past year there have been several days of unusually high heat for our coastal region. Some of our older classrooms do not have air conditioning, and the rooms can become uncomfortable on those hot days. Facilities experts have done some initial analysis of these 50 year old classrooms and have not been able to provide a viable option for installing air conditioning or other cooling solution. It appears that retrofitting these old classrooms would likely have limited success, and be more expensive than building new classrooms. District staff

<p>Other employees: Classified staff were provided with an opportunity to give input via survey distributed May 5, 2016.</p> <p>Public input : On May 3 a request for community members to give input on the annual update and development of the LCAP was posted on the district website.</p> <p>Public Hearing : June 14, 2016 Board Approval : June 23, 2016</p>	<p>are exploring possible options for constructing and financing new classrooms, and/or funding costs for refurbishing older classrooms. Parents made the suggestion to add more outdoor shade structures at the sites, and options of how to accomplish that will also be explored.</p> <p>Goal #4 reflects the input from parents and teacher leadership for the continuing need for a designated district staff member to assist with improving parent involvement. Student input shows a great interest in technology related electives, and so additional sections of Coding/Application development was added and will continue. In addition, students at all grades demonstrate preference for "from scratch" meals and so those will be increased as reflected in the LCAP. Students especially like the pozole and tacos.</p> <p>Student input: Student surveys indicate support for providing ipads. Grade 6-8 students would like more laptops in addition to one on one ipads. Some additional laptops will be purchased. Grade 3 students would like an ipad for each student in the class, instead of the current set of 8. That is not in the current plan or budget but will be considered for future. Students enjoy the "from scratch" foods, but would also like the option of vending machines and snack foods such as chips and sweet drinks. Those options are not aligned with district policy so are not included in this plan. Students report enjoying the addition of hydration stations for filling water bottles.</p>
<p>Annual Update:</p> <p>With each stakeholder group, the goals for 15-16 were reviewed, and the progress on each goal was presented. This included data on attendance, suspension, expulsion, chronic absenteeism, breakfast participation rates, results of CELDT, teacher training, curriculum development, technology implementation, class size data, middle school drop out rates, parent participation in trainings and meetings, activities of the parent liaison, afterschool programs, intervention programs, bilingual and dual education programs, technology purchases and infrastructure upgrades.</p> <p>Parents: All district parents were invite to a forum on 5/13/16 to provide input on the LCAP update and on the new 16-17 LCAP. Progress on each goal was</p>	<p>Annual Update:</p> <p>The following is a description of the impact of stakeholder engagement on the development of the Annual Update to LCAP goals, actions, services , and expenditures:</p> <p>At the parent forum where data for each goal from the 15-16 LCAP was reviewed for the update process, parents said they wanted us to continue with the 21st century goals, saying that is very important to their children's future. Mar Vista parents wanted their EL students not to just transition to all English but to have the goal of biliteracy and the opportunity for English fluent students to also have the chance to learn Spanish, and want the Dual program started in 15-16 to continue. Parents value the changes made in quality of meals.</p>

reviewed and ideas for changes and new strategies were discussed. All parents were sent a survey regarding the LCAP, and the survey was also available online.

Pupils:

Pupils: During the month of April, 2016, students responded to an online survey to gather their opinions. TK-8 students throughout the year provided feedback about meal preferences and their meal participation data was a source of informing the LCAP update and 16-17 LCAP. Student feedback on electives for grades 6-8 and their choices of electives and clubs provided student input for LCAP.

LCAP Parent Advisory Committee and EL Parent Advisory Committee meeting held May 17, 2016. Committee included parents of students of all required subgroups. LCAP draft and update were presented in Spanish and English for review and comment. Clarifying questions were answered. There were no items for the Superintendent to respond to in writing.

Community- The community was provided the opportunity to provide input on the update and the new LCAP on the district website starting 5-9-16.

Local Bargaining units: classified and certificated bargaining unit representatives were asked for consultation on April 28, 2016.

District Personnel ,Teachers and other certificated: May 5, 2016 a survey was distributed to all district personnel.

Principals/Administrators and teacher leaders: In District Leadership Team meetings participants engaged in developing, reviewing and supporting the implementation of the LCAP by reviewing progress and giving feedback and input regarding future needs. 11/17/15, 12/2/15, 1/19/16, 2/18/16, 3/9/16, 4/7/16

Other employees: Classified staff were provided with an opportunity to give input via survey distributed May 5, 2016.

Public input :

Staff would like to see more support for PE, health and nutrition, and tech integration support. Commonalities from stakeholders included support for continuing implementing the district vision to prepare students for 21st century learning, and the integration of technology into instruction. This is reflected in the plan as Goal #1 and with expenditures for technology devices, infrastructure, and training for teachers in implementation of the vision for 21st Century Learning, common core standards, and technology integration. EL parent leaders suggested that Goal 1 also include the expenditures for the bilingual teachers that are needed to staff the bilingual programs at all sites. Parents at Mar Vista Elementary reported that the Dual Language program was implemented at that school, and that it should continue.

Several stakeholder groups continue to prioritize the availability of extra support for students who are below grade level, and so the expenditures for the site Intervention programs are reflected in Goal 1 also. Additional support for all elementary sites is in the LCAP in the form of an additional resource teacher to support intervention and teacher coaching. Additional instructional assistants for grades TK-1 have been added based on stakeholder input. Expenditures for maintaining the "block" schedule are also included here, because of stakeholder priority for providing extra language arts and math instruction at the 6-8 grade level, since test scores show need for more progress in those areas. Maintaining our small class size was a high priority for many groups, so those expenditures are included in Goal 1. Goal #2, for a safe and healthy learning environment reflects a strong desire from parents to improve the quality of meals. Additionally, it reflects the commonality from all stakeholders to maintain the number of school counselors in the district. This is reflected in the expenditures for 5 counselors. This is also a result of stakeholder review of California Healthy Kids Survey data.

Stakeholder input also prioritized the need for intervention programs to support students who are below grade level, and the expenditures in this plan show that significant resources are devoted to those programs.Goal 3 reflects the priority, especially from teacher groups, to provide training and common core aligned materials, and time for teachers to plan together. Goal 4 reflects the input from parents and teacher leadership for the continued need for a designated district staff member to assist with improving parent involvement.

Goal 1: School principals provided input regarding update on student test

On May 3, 2016 the district website posted a request for community members to give input on annual update and development of LCAP.

Public Hearing : June 14, 2016
Board Approval : June 23, 2016

scores from local assessments (STAR) to determine which metrics would be useful for the update at this time. Technology department staff were consulted for the update on the technology related goals. The District Leadership team (teacher leaders and administrators) did classroom observations at all schools using the instructional rounds protocol to provide data for the update.

Goal 2: School principals participated in the update section regarding attendance data.

Goal 3: District resource teachers contributed information for the update, regarding progress on the actions and goals related to curriculum development and teacher planning time. District staff contributed information regarding the progress on the facilities goals.

Goal 4: Parents and the parent coordinator provided information for the update on the parent goals. School sites provided agendas and sign in sheets to show the increase in parent events offered, and the continuation of ELAC and SSC groups.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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>Goal 1 Prepare students for 21st Century learning</p>	<p>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</p>
<p>Identified Need :</p>	<p>Need: Observation and surveys show that students continue to need instructional experiences for achieving the district vision for 21st century learning, including common core aligned instruction and materials, and instruction for skills in critical thinking, communication, collaboration and creativity, and use of technology resources. Instructional Rounds process has shown the need to increase instruction in 3 major areas: Critical Thinking, Higher Order Questioning, Student Talk.</p> <p>Metrics: Other student outcomes: Common Core assessments , assessments of other new state standards, CELDT/AMAO scores, Share of EL that become English Proficient, Reclassification rates, Performance on standardized tests: SBAC (state test) scores, API-(Not Applicable) Not Applicable: share of students college and career ready, share of students that pass AP exams, share of students prepared for college by the EAP</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Increase scores on state common core assessments from 25% meeting or exceeding standards in English Language Arts to 27% and in Math from 16% to 18% meeting or exceeding standards, and increase 2 more points in each following year, 2017-18 and 2018-19.

Increase achievement on other new state standards: Science: based on assessments and student projects in Stemscores and other NGSS aligned teacher developed curriculum, and 2012 ELD standards based on AMAO 1 and 2, and local assessments such as ADEPT, and observation of student performance in ELD classes.

Instructional Rounds data (class observation protocols) will show that in 75% of classrooms observed, students are asked to think critically, ask and answer higher level questions, and have increased opportunities to learn by collaborating and talking with other students on projects. Increase by 2 points in each following year, 2017-18 and 2018-19.

Increase the number of EL students who make progress towards English proficiency (CELDT) Increase from 56% to 57%, (AMAO 1) Increase the number of students who score Proficient in English from 58% to 59% (AMAO 2) and increase 1 more point in each following year, 2017-18 and 2018-19 and who meet Reclassification Criteria from 3% to 4%, and increase 1 more point in each following year, 2017-18 and 2018-19. API not applicable at this time.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide Ipads for all 4-8 students and classroom sets for TK-3. Grade 6-8 students will be able to take Ipads home due to limited technology access in homes. Provide 2 course sections for the Coding/Application development elective for grades 6-8 to increase the number of students with those skills .</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Ipad lease annual Services and Other General Fund - Unrestricted 200,000</p>
<p>2. Upgrade facilities, infrastructure, devices, as needed for 21st century vision for learning. Install flat screen TV/Apple TV set up in more classrooms. Provide additional casual labor support as needed to accelerate set up of devices and infrastructure. Provide a full time Data Support Clerk to assist with implementation of the many online and software based resources needed to implement the district vision for 21st century learning.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Upgrade infrastructure- Services and Other General Fund - Unrestricted 700,000 Clerk and extra support Salaries and Benefits General Fund - Unrestricted 100,000</p>
<p>3. Provide a full time technology integration/STEM (Science, Technology Engineering and Math) coach</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Technology Integration Teacher Coach, Certificated Salary and Benefits</p>

<p>(District Resource Teacher). This teacher will provide support to district staff for district wide planning for technology integration, to principals and leadership teams for school wide improvements in technology integration, and to individual teachers and teacher teams. Related training expenses are included in Goal 3.</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>General Fund - Unrestricted 80,000</p>
<p>4. Maintain an average class size of 24 students in grade TK-3 and 30 students in grades 4-8.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for additional teachers at TK-3 General Fund - Unrestricted 1,350,000</p>
<p>5. Provide additional language arts and math teachers so each student has 2 periods of those subjects in grades 6-8.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>salary and benefits for additional teachers General Fund - Unrestricted 700,000</p>
<p>6. Extensive Response to Intervention (RTI) program during school day to assist students who are below grade level. Intervention Specialist teacher at each site, and a Resource Teacher additionally at each elementary site for added support . Instructional assistants also provided as support to the program. Provide online assessment system to monitor achievement in Reading (Spanish and English) and Math</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intervention Specialist Teachers salary and benefits Restricted Funds 400,000 Instructional Assistants and Resource Teachers Salary and Benefits General Fund - Unrestricted 850,000 STAR testing system license Services and Other General Fund - Unrestricted 33,000</p>
<p>7. Maintain Transitional Bilingual Education (TBE) programs and expand Two Way Immersion Programs (TWI) offered as options for English Learners. TWI expanding to grade 7 in 15-16 and to grade 8 in 17-18. Mar Vista Elementary to offer Two Way Immersion</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Salary and benefits for bilingual teachers General Fund - Unrestricted 3,600,000</p>

<p>Program, K-2 in 2016-17 and K-3 in 2017-18, K-4 2018-19. Tierra Vista TWI program will be maintained (K-5). Existing District Resource teacher position will shift emphasis to be a bilingual position, supporting district wide TWI and TBE program development and teacher support.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase scores on state common core assessments from 25% meeting or exceeding standards in English Language Arts to 27% and in Math from 16% to 18% meeting or exceeding standards, and increase 2 more points in each following year, 2017-18 and 2018-19.</p> <p>Increase achievement on other new state standards: Science: based on assessments and student projects in Stemscores and other NGSS aligned teacher developed curriculum, and 2012 ELD standards based on AMAO 1 and 2, and local assessments such as ADEPT, and observation of student performance in ELD classes.</p> <p>Instructional Rounds data (class observation protocols) will show that in 75% of classrooms observed, students are asked to think critically, ask and answer higher level questions, and have increased opportunities to learn by collaborating and talking with other students on projects. Increase by 2 points in each following year, 2017-18 and 2018-19.</p> <p>Increase the number of EL students who make progress towards English proficiency (CELDT) Increase from 56% to 57%, (AMAO 1) Increase the number of students who score Proficient in English from 58% to 59% (AMAO 2) and increase 1 more point in each following year, 2017-18 and 2018-19 and who meet Reclassification Criteria from 3% to 4%, and increase 1 more point in each following year, 2017-18 and 2018-19. API not applicable at this time.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide Ipad for all 4-8 students and classroom sets for TK-3. Grade 6-8 students will be able to take Ipad home due to limited technology access in homes. Provide 2 course sections for the Coding/Application development elective for grades 6-8 to increase the number of students with those skills .</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>Ipad lease annual Services and Other General Fund - Unrestricted 200,000</p>

		English proficient _ Other Subgroups: (Specify)	
2. Upgrade facilities, infrastructure, devices, as needed for 21st century vision for learning. Install flat screen TV/Apple TV set up in more classrooms. Provide additional casual labor support as needed to accelerate set up of devices and infrastructure. Provide a full time Data Support Clerk to assist with implementation of the many online and software based resources needed to implement the district vision for 21st century learning.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Upgrade infrastructure- Services and Other General Fund - Unrestricted 700,000 Clerk and extra support Salaries and Benefits General Fund - Unrestricted 100,000
3. Provide a full time technology integration/STEM (Science, Technology Engineering and Math) coach (District Resource Teacher). This teacher will provide support to district staff for district wide planning for technology integration, to principals and leadership teams for school wide improvements in technology integration, and to individual teachers and teacher teams. Related training expenses are included in Goal 3.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology Integration Teacher Coach, Certificated Salary and Benefits General Fund - Unrestricted 80,000
4. Maintain an average class size of 24 students in grade TK-3 and 30 students in grades 4-8.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salary and benefits for additional teachers at TK-3 General Fund - Unrestricted 1,350,000
5. Provide additional language arts and math teachers so each student has 2 periods of those subjects in grades 6-8.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	salary and benefits for additional teachers General Fund - Unrestricted 700,000

		(Specify)	
<p>6. Extensive Response to Intervention (RTI) program during school day to assist students who are below grade level. Intervention Specialist teacher at each site, and a Resource Teacher additionally at each elementary site for added support . Instructional assistants also provided as support to the program. Provide online assessment system to monitor achievement in Reading (Spanish and English) and Math</p>	LEA-Wide	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intervention Specialist Teachers and Assistants salary and benefits Restricted Funds 400,000 Instructional Assistants and Resource Teachers Salary and Benefits General Fund - Unrestricted 850,000 STAR testing system license Services and Other General Fund - Unrestricted 33,000</p>
<p>7. Maintain Transitional Bilingual Education (TBE) programs and expand Two Way Immersion Programs (TWI) offered as options for English Learners. TWI expanding to grade 7 in 15-16 and to grade 8 in 17-18. Mar Vista Elementary to offer Two Way Immersion Program, K-2 in 2016-17 and K-3 in 2017-18, K-4 2018-19. Tierra Vista TWI program will be maintained (K-5). Existing District Resource teacher position will shift emphasis to be a bilingual position, supporting district wide TWI and TBE program development and teacher support.</p>	LEA-Wide	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for bilingual teachers General Fund - Unrestricted 3,600,000</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Increase scores on state common core assessments from 25% meeting or exceeding standards in English Language Arts to 27% and in Math from 16% to 18% meeting or exceeding standards, and increase 2 more points in each following year, 2017-18 and 2018-19.

Increase achievement on other new state standards: Science: based on assessments and student projects in Stemsscopes and other NGSS aligned teacher developed curriculum, and 2012 ELD standards based on AMAO 1 and 2, and local assessments such as ADEPT, and observation of student performance in ELD classes.

Instructional Rounds data (class observation protocols) will show that in 75% of classrooms observed, students are asked to think critically, ask and answer higher level questions, and have increased opportunities to learn by collaborating and talking with other students on projects. Increase by 2 points in each following year, 2017-18 and 2018-19.

Increase the number of EL students who make progress towards English proficiency (CELDT) Increase from 56% to 57%, (AMAO 1)
 Increase the number of students who score Proficient in English from 58% to 59% (AMAO 2) and increase 1 more point in each following year, 2017-18 and 2018-19 and who meet Reclassification Criteria from 3% to 4%, and increase 1 more point in each following year, 2017-18 and 2018-19. API not applicable at this time.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide Ipads for all 4-8 students and classroom sets for TK-3. Grade 6-8 students will be able to take Ipads home due to limited technology access in homes. Provide 2 course sections for the Coding/Application development elective for grades 6-8 to increase the number of students with those skills .	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Ipad lease annual Services and Other General Fund - Unrestricted 200,000
2. Upgrade facilities, infrastructure, devices, as needed for 21st century vision for learning. Install flat screen TV/Apple TV set up in more classrooms. Provide additional casual labor support as needed to accelerate set up of devices and infrastructure. Provide a full time Data Support Clerk to assist with implementation of the many online and software based resources needed to implement the district vision for 21st century learning.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Upgrade infrastructure- Services and Other General Fund - Unrestricted 700,000 Clerk and extra support Salaries and Benefits General Fund - Unrestricted 100,000
3. Provide a full time technology integration/STEM (Science, Technology Engineering and Math) coach	LEA-Wide	X All OR:	Technology Integration Teacher Coach, Certificated Salary and Benefits

<p>(District Resource Teacher). This teacher will provide support to district staff for district wide planning for technology integration, to principals and leadership teams for school wide improvements in technology integration, and to individual teachers and teacher teams. Related training expenses are included in Goal 3.</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>General Fund - Unrestricted 80,000</p>
<p>4. Maintain an average class size of 24 students in grade TK-3 and 30 students in grades 4-8.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and benefits for additional teachers at TK-3 General Fund - Unrestricted 1,350,000</p>
<p>5. Provide additional language arts and math teachers so each student has 2 periods of those subjects in grades 6-8.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>salary and benefits for additional teachers General Fund - Unrestricted 700,000</p>
<p>6. Extensive Response to Intervention (RTI) program during school day to assist students who are below grade level. Intervention Specialist teacher at each site, and a Resource Teacher additionally at each elementary site for added support . Instructional assistants also provided as support to the program. Provide online assessment system to monitor achievement in Reading (Spanish and English) and Math</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intervention Specialist Teachers and Assistants salary and benefits Restricted Funds 400,000</p> <hr/> <p>Instructional Assistants and Resource Teachers Salary and Benefits General Fund - Unrestricted 850,000</p> <hr/> <p>STAR testing system license Services and Other General Fund - Unrestricted 33,000</p>
<p>7. Maintain Transitional Bilingual Education (TBE) programs and expand Two Way Immersion Programs (TWI) offered as options for English Learners. TWI expanding to grade 7 in 15-16 and to grade 8 in 17-18. Mar Vista Elementary to offer Two Way Immersion</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Salary and benefits for bilingual teachers General Fund - Unrestricted 3,600,000</p>

<p>Program, K-2 in 2016-17 and K-3 in 2017-18, K-4 2018-19. Tierra Vista TWI program will be maintained (K-5). Existing District Resource teacher position will shift emphasis to be a bilingual position, supporting district wide TWI and TBE program development and teacher support.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

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

GOAL 2:	Goal 2 Provide a safe and healthy learning environment for students	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: Chronic absenteeism rates, suspension, expulsion, and drop out rates, show that these are not critical problem areas at this time, and we should at minimum maintain practices already in place. Increase focus on improving TK-1 attendance rates. Responses on California Healthy Kids Survey in prior years showed high levels of students feeling safe at school and low levels of use of drugs or alcohol. Areas to improve include increasing Junior High students' school connectedness and opportunities for meaningful participation in school. Meal participation rates for breakfast are high for TK-5 but lower for 6-8. Need to improve physical fitness at elementary grades. Metrics: attendance rates, chronic absenteeism rates, other student outcomes, other local measures, (Responses on California Healthy Kids Survey), suspension, expulsion, middle school drop out rates, student access and enrollment in all required areas of study: (enrollment records), meal participation rates, California Physical Fitness Test (PFT) scores. Not applicable: High school drop out rates, High school graduation rates
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase school attendance rate at grades TK-3 from 95.9 to 97.0, and improve each following year by at least 1 point, 2017-18, 2018-19. Maintain safe schools with suspension, expulsion and drop out rates below state average. (Maintain suspension rate below state rate of 3.8 and expulsion rate below state rate of .04%) Reduce percent of students who are chronically absent from 6.4% to 5.4%, and improve each following year by at least 1 point, 2017-18, 2018-19. Increase grade 6-8 breakfast participation from 50% to 60%, and improve each following year by at least 5 points, 2017-18, 2018-19. Improve results on California Healthy Kids Survey (CHKS) for Junior High. The % of student responses showing high levels of caring adult relationships will increase from 28% to 30%. The % of student responses showing high levels of opportunities for meaningful participation will increase from 11% to 13% and improve each following year by at least 2 points, 2017-18, 2018-19. Increase scores on California Physical Fitness Test (PFT.) The % of grade 5 students meeting at least 5 of 6 fitness standards will increase from 45.5% to 46.5%. and improve each following year by at least 1 point, 2017-18, 2018-19. Maintain student access and enrollment in all required areas of study.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide counseling services at all schools. Counselors will be available at all sites to support school programs to create safe school environments, and	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	5 Counselors Salary and Benefits General Fund - Unrestricted 400,000

<p>maintain high attendance rates and reduce chronic absenteeism with programs such as anti-bullying programs, drug and tobacco resistance, and to support individual and small groups of students with school adjustment or behavior issues. They will work more intensively with students with poor attendance to prevent chronic absenteeism, and develop individual plans as needed, in collaboration with school staff and the district nurse. They also will provide crisis counseling as needed. Schools will maintain school wide discipline programs aligned with the principles of Restorative Justice, CHAMPs, or other effective behavior model. Focus will be to increase students feelings that they have a caring relationship with adults at school, and meaningful participation in school based on CHKS results. Provide 2 counselors for Ocean View Junior High and 1 counselor at each of the elementary schools for a total of 5 district counselors.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Continue to improve meals program. maintain breakfast in the classroom, and "from scratch" meals 4 days a week. Increase use of local produce to 60%. Collaborate with school gardening programs with composting, and featuring student grown produce at meal times. Provide ongoing training to kitchen staff. Collaborate with Food Corp program for added support.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Nutrition Services Supervisor- Salary and Benefits Restricted Funds 100,000 Food Corp Services Services and Other General Fund - Unrestricted 7,000</p>
<p>3. Safe school practices :Continue "closed campus" policy at all sites. All visitors/parents will register in the office and present identification before going on campus. District Safety committee will meet on a regular basis to monitor needs.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional costs</p>
<p>4. District will partner with Operation School Bell to provide needy students with new school clothes, TK-5. Approximately 90 students will be served.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Bus transportation Services and Other General Fund - Unrestricted 1,000</p>

		<input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5. Partner with Boys and Girls Club of Oxnard/Port Hueneme to provide an afterschool program for approximately 300 students that includes academic enrichment and recreational activities. Includes teacher liaison at each site for alignment with regular day program.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract with Boys and Girls Club to implement program Restricted Funds 412,000
6. Provide 2-3 hours a day of instructional assistant support at all schools for TK, K and 1st grade classes to support early instruction, increase adult supervision, and increase individual attention for young students.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Assistants Salary and Benefits General Fund - Unrestricted 400,000
7. Provide a district TK-5 Physical Education teacher to support and enhance the Physical Education program and health and wellness goals at each elementary school.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PE teacher salary and benefits General Fund - Unrestricted 85,000
8. Provide a district TK-5 Art teacher to support and enhance the Arts program, and integration of the arts into the curriculum, especially in STEM areas (Science, Technology Engineering Math) at each school.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Art Teacher Salary and Benefits General Fund - Unrestricted 85,000

		(Specify)	
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase school attendance rate at grades TK-3 from 95.9 to 97.0, and improve each following year by at least 1 point, 2017-18, 2018-19.</p> <p>Maintain safe schools with suspension, expulsion and drop out rates below state average. (Maintain suspension rate below state rate of 3.8 and expulsion rate below state rate of .04%)</p> <p>Reduce percent of students who are chronically absent from 6.4% to 5.4%. and improve each following year by at least 1 point, 2017-18, 2018-19.</p> <p>Increase grade 6-8 breakfast participation from 50% to 60%. and improve each following year by at least 5 points, 2017-18, 2018-19.</p> <p>Improve results on California Healthy Kids Survey (CHKS) for Junior High. The % of student responses showing high levels of caring adult relationships will increase from 28% to 30%. The % of student responses showing high levels of opportunities for meaningful participation will increase from 11% to 13%. and improve each following year by at least 2 points, 2017-18, 2018-19.</p> <p>Increase scores on California Physical Fitness Test (PFT.) The % of grade 5 students meeting at least 5 of 6 fitness standards will increase from 45.5% to 46.5%. and improve each following year by at least 1 point, 2017-18, 2018-19.</p> <p>Maintain student access and enrollment in all required areas of study.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide counseling services at all schools. Counselors will be available at all sites to support school programs to create safe school environments, and maintain high attendance rates and reduce chronic absenteeism with programs such as anti-bullying programs, drug and tobacco resistance, and to support individual and small groups of students with school adjustment or behavior issues. They will work more intensively with students with poor attendance to prevent chronic absenteeism, and develop individual plans as needed, in collaboration with school staff and the district nurse. They also will provide crisis counseling as needed. Schools will maintain school wide discipline programs aligned with the principles of Restorative Justice, CHAMPs, or other effective behavior model. Focus will be to increase students feelings that they have a caring relationship with adults at school, and meaningful participation in school based on CHKS results. Provide 2 counselors for Ocean View Junior High and 1 counselor at each of the elementary schools for a total of 5 district counselors.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	5 Counselors Salary and Benefits General Fund - Unrestricted 400,000
<p>2. Continue to improve meals program. maintain breakfast in the classroom, and "from scratch" meals 4 days a week. Increase use of local produce to 60%.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	Nutrition Services Supervisor- Salary and Benefits

<p>Collaborate with school gardening programs with composting, and featuring student grown produce at meal times. Provide ongoing training to kitchen staff. Collaborate with Food Corp program for added support.</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>Restricted Funds 100,000 Food Corp Services Services and Other General Fund - Unrestricted 7,000</p>
<p>3. Safe school practices :Continue "closed campus" policy at all sites. All visitors/parents will register in the office and present identification before going on campus. District Safety committee will meet on a regular basis to monitor needs.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional costs</p>
<p>4. District will partner with Operation School Bell to provide needy students with new school clothes, TK-5. Approximately 90 students will be served.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" 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>Bus transportation Services and Other General Fund - Unrestricted 1,000</p>
<p>5. Partner with Boys and Girls Club of Oxnard/Port Hueneme to provide an afterschool program for approximately 300 students that includes academic enrichment and recreational activities. Includes teacher liaison at each site for alignment with regular day program.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Contract with Boys and Girls Club to implement program Restricted Funds 412,000</p>
<p>6. Provide 2-3 hours a day of instructional assistant support at all schools for TK, K and 1st grade classes to support early instruction, increase adult supervision, and increase individual attention for young students.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Instructional Assistants Salary and Benefits General Fund - Unrestricted</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	400,000
7. Provide a district TK-5 Physical Education teacher to support and enhance the Physical Education program and health and wellness goals at each elementary school.	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PE teacher salary and benefits General Fund - Unrestricted 85,000
8. Provide a district TK-5 Art teacher to support and enhance the Arts program, and integration of the arts into the curriculum, especially in STEM areas (Science, Technology Engineering Math) at each school.	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Art Teacher Salary and Benefits General Fund - Unrestricted 85,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Increase school attendance rate at grades TK-3 from 95.9 to 97.0, and improve each following year by at least 1 point, 2017-18, 2018-19. Maintain safe schools with suspension, expulsion and drop out rates below state average. (Maintain suspension rate below state rate of 3.8 and expulsion rate below state rate of .04%) Reduce percent of students who are chronically absent from 6.4% to 5.4%. and improve each following year by at least 1 point, 2017-18, 2018-19. Increase grade 6-8 breakfast participation from 50% to 60%. and improve each following year by at least 5 points, 2017-18, 2018-19. Improve results on California Healthy Kids Survey (CHKS) for Junior High. The % of student responses showing high levels of caring adult relationships will increase from 28% to 30%. The % of student responses showing high levels of opportunities for meaningful participation will increase from 11% to 13%. and improve each following year by at least 2 points, 2017-18, 2018-19. Increase scores on California Physical Fitness Test (PFT.) The % of grade 5 students meeting at least 5 of 6 fitness standards will increase from 45.5% to 46.5%. and improve each following year by at least 1 point, 2017-18, 2018-19. Maintain student access and enrollment in all required areas of study.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide counseling services at all schools. Counselors will be available at all sites to support school programs to create safe school environments, and maintain high attendance rates and reduce chronic absenteeism with programs such as anti-bullying programs, drug and tobacco resistance, and to support individual and small groups of students with school adjustment or behavior issues. They will work more intensively with students with poor attendance to prevent chronic absenteeism, and develop individual plans as needed, in collaboration with school staff and the district nurse. They also will provide crisis counseling as needed. Schools will maintain school wide discipline programs aligned with the principles of Restorative Justice, CHAMPs, or other effective behavior model. Focus will be to increase students feelings that they have a caring relationship with adults at school, and meaningful participation in school based on CHKS results. Provide 2 counselors for Ocean View Junior High and 1 counselor at each of the elementary schools for a total of 5 district counselors.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5 Counselors Salary and Benefits General Fund - Unrestricted 400,000</p>
<p>2. Continue to improve meals program. maintain breakfast in the classroom, and "from scratch" meals 4 days a week. Increase use of local produce to 60%. Collaborate with school gardening programs with composting, and featuring student grown produce at</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Nutrition Services Supervisor- Salary and Benefits Restricted Funds 100,000 Food Corp Services</p>

<p>meal times. Provide ongoing training to kitchen staff. Collaborate with Food Corp program for added support.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Services and Other General Fund - Unrestricted 7,000</p>
<p>3. Safe school practices :Continue "closed campus" policy at all sites. All visitors/parents will register in the office and present identification before going on campus. District Safety committee will meet on a regular basis to monitor needs.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional costs</p>
<p>4. District will partner with Operation School Bell to provide needy students with new school clothes, TK-5. Approximately 90 students will be served.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" 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>Bus transportation Services and Other General Fund - Unrestricted 1,000</p>
<p>5. Partner with Boys and Girls Club of Oxnard/Port Hueneme to provide an afterschool program for approximately 300 students that includes academic enrichment and recreational activities. Includes teacher liaison at each site for alignment with regular day program.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Contract with Boys and Girls Club to implement program Restricted Funds 412,000</p>
<p>6. Provide 2-3 hours a day of instructional assistant support at all schools for TK, K and 1st grade classes to support early instruction, increase adult supervision, and increase individual attention for young students.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>Instructional Assistants Salary and Benefits General Fund - Unrestricted 400,000</p>

		(Specify)	
7. Provide a district TK-5 Physical Education teacher to support and enhance the Physical Education program and health and wellness goals at each elementary school.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PE teacher salary and benefits General Fund - Unrestricted 85,000
8. Provide a district TK-5 Art teacher to support and enhance the Arts program, and integration of the arts into the curriculum, especially in STEM areas (Science, Technology Engineering Math) at each school.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Art Teacher Salary and Benefits General Fund - Unrestricted 85,000

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

GOAL 3:	Goal 3 Provide a high quality learning environment that includes well maintained facilities, appropriate materials, and well-trained educators.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Need: Facilities Maintenance Tool score (FIT) and staff interviews show that facilities are generally in good repair and condition and are regularly monitored and maintained. Some buildings are over 50 years old, and have limits to the types of upgrades and remodeling that can be done in an efficient and economical way. Inventory of instructional material shows that many but not all materials are aligned with common core standards. Teacher survey and observation show that teacher training for district 21st Century Vision and implementation of common core standards is a continuing need. Metrics: Implementation of CCS for all students including EL, student access to standards aligned instructional materials, records of materials creation or purchase, records of teacher observation and training schedules, facilities maintenance scores on Facilities Inspection Tool, rate teachers are assigned and credentialed appropriately for students they teach, records of teacher assignment and credentials, course descriptions.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Maintain facilities in good condition as measured by FIT results. Create or purchase materials and/or lessons aligned with common core Language Arts and Math standards, Next Generation Science Standards (including materials in Spanish) and ELD standards as needed. Teacher observation/survey will show increased number of teachers with high level of skills to teach common core standards and using 21st century strategies aligned with district vision. On a scale from 1-4 (low skills to proficient skills) Increase from 43% to 45% of teachers rating themselves as proficient in teaching using Common Core standards. Increase 2 points each following year, 2017-18, 2018-19 Maintain 100% compliance with teacher assignment and credentialing regulations. Maintain K-8 access to and enrollment in a broad course of study.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Regularly inspect, monitor and repair grounds and facilities to provide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning. Investigate efficient heating upgrade alternatives. Investigate solar energy options and develop a plan to help meet district vision and goals for environmental sustainability.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	None at this time.

<p>Explore shade structure options. (budget allocation pending investigation of options)</p>		<p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Teachers will receive training and collaboration time to implement common core standards, Next Generation Science standards, ELD standards, and 21st century learning strategies, including technology integration strategies. They will be supported by three district resource teachers. Elementary site resource teachers will also provide support. Support includes teacher compensation for 5 pupil free staff development days. A peer coaching/lesson study model of teacher development and support will be initiated. This model-Observational Inquiry is designed to promote English Learner success and address issues of equity and the impact of poverty on student learning. Teacher teams will continue to work on refining the curriculum units, either during release days or extra time after school hours. Materials as needed for curriculum implementation will be purchased.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2 District Resource Teachers (Glad Coach and CCS Coach) salary and benefits Restricted Funds 227,000</p> <p>1 District Resource Teacher (Tech Integration Coach) Salary and Benefits General Fund - Unrestricted 80,000</p> <p>Teacher training days: substitute costs Salary and Benefits General Fund - Unrestricted 50,000</p> <p>5 Staff Development Days- Salary and Benefits General Fund - Unrestricted 275,000</p>
<p>3. Teachers will be supported to implement the Guided Language Acquisition Design (GLAD) model of instruction to enhance English Language Development and content knowledge, and prevent and decrease the number of Long Term English learners (LTEL), and to fully implement the GLAD strategies as incorporated into TK-5 integrated Language Arts/Content area units. New teachers will be provided the full 7 day initial training. Teachers will have full 5 day refresher training every 5 years. A central workroom for teachers will be provided, where teachers can meet to plan, and have access to curriculum preparation tools such as color printer, laminator, and other materials and supplies.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>District GLAD Coach salary and benefits, substitutes for training days Salary and Benefits Restricted Funds 110,000</p> <p>GLAD supplies Books and Supplies Restricted Funds 6,000</p>
<p>4. New teachers will be supported to complete an approved General Education/Special Education Induction program to clear their teaching credential. New teachers will be assigned an experienced teacher as a Support Provider.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Support Provider and program costs Services and Other General Fund - Unrestricted \$75,000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>Maintain facilities in good condition as measured by FIT results.</p> <p>Create or purchase materials and/or lessons aligned with common core Language Arts and Math standards, Next Generation Science Standards (including materials in Spanish) and ELD standards as needed.</p> <p>Teacher observation/survey will show increased number of teachers with high level of skills to teach common core standards and using 21st century strategies aligned with district vision. On a scale from 1-4 (low skills to proficient skills) Increase from 43% to 45% of teachers rating themselves as proficient in teaching using Common Core standards. Increase 2 points each following year, 2017-18, 2018-19</p> <p>Maintain 100% compliance with teacher assignment and credentialing regulations. Maintain K-8 access to and enrollment in a broad course of study.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Regularly inspect, monitor and repair grounds and facilities to provide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning. Investigate efficient heating upgrade alternatives. Investigate solar energy options and develop a plan to help meet district vision and goals for environmental sustainability. (budget allocation pending investigation of options)	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	None at this time.
2. Teachers will receive training and collaboration time to implement common core standards Next Generation Science standards, ELD standards, and 21st century learning strategies, including technology integration strategies. They will be supported by three district resource teachers. Elementary site resource teachers will also provide support. Support includes teacher compensation for 5 pupil free staff development days. A peer coaching/lesson study model of teacher development and support will be initiated. This model-Observational Inquiry is designed to promote English Learner success and address issues of equity and the impact of poverty on student learning. Teacher teams will continue to work on refining the curriculum units, either during release days or extra time after school hours. Materials as needed for curriculum implementation will be purchased.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2 District Resource Teachers (Glad Coach and CCS Coach) salary and benefits Restricted Funds 227,000 <hr/> 1 District Resource Teacher (Tech Integration Coach) Salary and Benefits General Fund - Unrestricted 80,000 Teacher training days: substitute costs Salary and Benefits General Fund - Unrestricted 50,000 <hr/> 5 Staff Development Days- Salary and Benefits General Fund - Unrestricted 275,000
3. Teachers will be supported to implement the Guided Language Acquisition Design (GLAD) model of	LEA-Wide	<input type="checkbox"/> All OR:	District GLAD Coach salary and benefits, substitutes for training days

<p>instruction to enhance English Language Development and content knowledge, and prevent and decrease the number of Long Term English learners (LTEL), and to fully implement the GLAD strategies as incorporated into TK-5 integrated Language Arts/Content area units. New teachers will be provided the full 7 day initial training. Teachers will have full 5 day refresher training every 5 years. A central workroom for teachers will be provided, where teachers can meet to plan, and have access to curriculum preparation tools such as color printer, laminator, and other materials and supplies.</p>		<p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and Benefits Restricted Funds 110,000</p> <hr/> <p>GLAD supplies Books and Supplies Restricted Funds 6,000</p>
<p>4. New teachers will be supported to complete an approved General Education/Special Education Induction program to clear their teaching credential. New teachers will be assigned an experienced teacher as a Support Provider.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Support Provider and program costs Services and Other General Fund - Unrestricted \$75,000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain facilities in good condition as measured by FIT results. Create or purchase materials and/or lessons aligned with common core Language Arts and Math standards, Next Generation Science Standards (including materials in Spanish) and ELD standards as needed. Teacher observation/survey will show increased number of teachers with high level of skills to teach common core standards and using 21st century strategies aligned with district vision. On a scale from 1-4 (low skills to proficient skills) Increase from 43% to 45% of teachers rating themselves as proficient in teaching using Common Core standards. Increase 2 points each following year, 2017-18, 2018-19 Maintain 100% compliance with teacher assignment and credentialing regulations. Maintain K-8 access to and enrollment in a broad course of study.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Regularly inspect, monitor and repair grounds and facilities to provide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning. Investigate efficient heating upgrade alternatives. Investigate solar energy options and develop a plan to help meet district vision and goals for environmental sustainability. (budget allocation pending investigation of options)</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>None at this time.</p>

		(Specify)	
<p>2. Teachers will receive training and collaboration time to implement common core standards Next Generation Science standards, ELD standards, and 21st century learning strategies, including technology integration strategies. They will be supported by three district resource teachers. Elementary site resource teachers will also provide support. Support includes teacher compensation for 5 pupil free staff development days. A peer coaching/lesson study model of teacher development and support will be initiated. This model-Observational Inquiry is designed to promote English Learner success and address issues of equity and the impact of poverty on student learning. Teacher teams will continue to work on refining the curriculum units, either during release days or extra time after school hours. Materials as needed for curriculum implementation will be purchased.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2 District Resource Teachers (Glad Coach and CCS Coach) salary and benefits Restricted Funds 227,000</p> <hr/> <p>1 District Resource Teacher (Tech Integration Coach) Salary and Benefits General Fund - Unrestricted 80,000</p> <hr/> <p>Teacher training days: substitute costs Salary and Benefits General Fund - Unrestricted 50,000</p> <hr/> <p>5 Staff Development Days- Salary and Benefits General Fund - Unrestricted 275,000</p>
<p>3. Teachers will be supported to implement the Guided Language Acquisition Design (GLAD) model of instruction to enhance English Language Development and content knowledge, and prevent and decrease the number of Long Term English learners (LTEL), and to fully implement the GLAD strategies as incorporated into TK-5 integrated Language Arts/Content area units. New teachers will be provided the full 7 day initial training. Teachers will have full 5 day refresher training every 5 years. A central workroom for teachers will be provided, where teachers can meet to plan, and have access to curriculum preparation tools such as color printer, laminator, and other materials and supplies.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>District GLAD Coach salary and benefits, substitutes for training days Salary and Benefits Restricted Funds 110,000</p> <hr/> <p>GLAD supplies Books and Supplies Restricted Funds 6,000</p>
<p>4. New teachers will be supported to complete an approved General Education/Special Education Induction program to clear their teaching credential. New teachers will be assigned an experienced teacher as a Support Provider.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Support Provider and program costs Services and Other General Fund - Unrestricted \$75,000</p>

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

GOAL 4:	Goal 4 Increase parent involvement. Increase efforts to seek parent input and promote parental participation.	Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: Observation and surveys indicate the need to increase parent involvement at all schools. Metrics: Agendas and meeting records, and sign in sheets, records of efforts to seek parent input in decision making at district and site, and promotion of parent participation, analysis of district and school website parent pages and portals usage
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Each school site and the district will maintain parent decision making councils/committees to seek parent input in decision making. (ELAC, DELAC, SSC) The councils will include parents of students in programs for unduplicated pupils. The district and school sites will promote parental participation in programs for unduplicated students. As measured by agendas and sign in sheets, flyers to encourage parent recruitment and participation. Schools will increase from 3 parent leaders regularly attending parent leadership councils to 5 parents per school, Increase 2 points each following year, 2017-18, 2018-19 Sites will collect data on the number of parents attending parent training, conferences and involvement events to establish a baseline of parent involvement data.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.To promote parent participation the district will provide a full time district bilingual Parent Engagement Coordinator to provide parent training and encouragement for parents to take leadership roles, offer parent training opportunities, and support school site efforts to increase parent participation. Examples of parent training to be provided at a district level based on parent interest: Latino Literacy parent classes parent technology classes, workshops on helping students to succeed academically, Positive Discipline, and health and wellness. Parent leadership development and increase in parent use of school websites and online parent portals will be areas of focus.	LEA-Wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent Engagement Coordinator Salary and Benefits General Fund - Unrestricted 67,000 <hr/> Parent trainers and child care Salary and Benefits Restricted Funds 2,000 <hr/> Materials for parent training Books and Supplies Restricted Funds 3,000

<p>2. District and site parent leadership councils such as English Learner Advisory Councils and School Site Councils will be maintained to seek parent input in decision making.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Child Care and Interpreters - Salary and Benefits Restricted Funds 2,000 Meeting supplies - Books and Supplies Restricted Funds 3,000 Conferences and training- Services and Other General Fund - Unrestricted 1,000</p>
<p>3. Each school site will conduct a variety of parent involvement activities, based on parent interest, to increase parent connection and engagement in schools, promote family health and well- being, inform parents about student progress and school programs, and offer parent leadership opportunities.</p>	<p>LEA WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Child care, parent trainers, interpretation and translation services- Salary and Benefits Supplies for meetings and events- Books and Supplies General Fund - Unrestricted 3,520</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Each school site and the district will maintain parent decision making councils/committees to seek parent input in decision making. (ELAC, DELAC, SSC) The councils will include parents of students in programs for unduplicated pupils. The district and school sites will promote parental participation in programs for unduplicated students. As measured by agendas and sign in sheets, flyers to encourage parent recruitment and participation. Schools will increase from 3 parent leaders regularly attending parent leadership councils to 5 parents per school, Increase 2 points each following year, 2017-18, 2018-19 Sites will collect data on the number of parents attending parent training, conferences and involvement events to establish a baseline of parent involvement data.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.To promote parent participation the district will provide a full time district bilingual Parent Engagement Coordinator to provide parent training and encouragement for parents to take leadership roles, offer parent training opportunities, and support school site efforts to increase parent participation. Examples of parent training to be provided at a district level based on parent interest: Latino Literacy parent classes parent technology classes, workshops on helping students to succeed academically, Positive Discipline, and health and wellness. Parent leadership development and increase in parent use of school websites and online</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parent Engagement Coordinator Salary and Benefits General Fund - Unrestricted 67,000 Parent trainers and child care Salary and Benefits Restricted Funds 2,000 Materials for parent training Books and Supplies Restricted Funds 3,000</p>

parent portals will be areas of focus.			
2. District and site parent leadership councils such as English Learner Advisory Councils and School Site Councils will be maintained to seek parent input in decision making.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Child Care and Interpreters - Salary and Benefits Restricted Funds 2,000 <hr/> Meeting supplies - Books and Supplies Restricted Funds 3,000 <hr/> Conferences and training- Services and Other General Fund - Unrestricted 1,000
3. Each school site will conduct a variety of parent involvement activities, based on parent interest, to increase parent connection and engagement in schools, promote family health and well- being, inform parents about student progress and school programs, and offer parent leadership opportunities.	LEA WIDE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Child care, parent trainers, interpretation and translation services- Salary and Benefits Supplies for meetings and events- Books and Supplies General Fund - Unrestricted 3,250

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Each school site and the district will maintain parent decision making councils/committees to seek parent input in decision making. (ELAC, DELAC, SSC) The councils will include parents of students in programs for unduplicated pupils. The district and school sites will promote parental participation in programs for unduplicated students. As measured by agendas and sign in sheets, flyers to encourage parent recruitment and participation. Schools will increase from 3 parent leaders regularly attending parent leadership councils to 5 parents per school, Increase 2 points each following year, 2017-18, 2018-19 Sites will collect data on the number of parents attending parent training, conferences and involvement events to establish a baseline of parent involvement data.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.To promote parent participation the district will provide a full time district bilingual Parent Engagement Coordinator to provide parent training and encouragement for parents to take leadership roles, offer parent training opportunities, and support school site efforts to increase parent participation. Examples of parent training to be provided at a district level based on parent interest: Latino Literacy parent classes parent technology classes, workshops on helping students to	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Engagement Coordinator Salary and Benefits General Fund - Unrestricted 67,000 <hr/> Parent trainers and child care Salary and Benefits Restricted Funds 2,000 <hr/> Materials for parent training Books and Supplies

<p>succeed academically, Positive Discipline, and health and wellness. Parent leadership development and increase in parent use of school websites and online parent portals will be areas of focus.</p>			<p>Restricted Funds 3,000</p>
<p>2. District and site parent leadership councils such as English Learner Advisory Councils and School Site Councils will be maintained to seek parent input in decision making.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Child Care and Interpreters - Salary and Benefits Restricted Funds 2,000</p> <hr/> <p>Meeting supplies - Books and Supplies Restricted Funds 3,000</p> <hr/> <p>Conferences and training- Services and Other General Fund - Unrestricted 1,000</p>
<p>3. Each school site will conduct a variety of parent involvement activities, based on parent interest, to increase parent connection and engagement in schools, promote family health and well- being, inform parents about student progress and school programs, and offer parent leadership opportunities.</p>	<p>LEA WIDE</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Child care, parent trainers, interpretation and translation services- Salary and Benefits Supplies for meetings and events- Books and Supplies</p> <p>General Fund - Unrestricted 3,250</p>

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Goal 1 Prepare students for 21st Century Learning		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
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Increase scores on district and state common core assessments by 2%. (including all new state standards such as Science and 2012 ELD) Increase the number of EL students who score proficient on CELDT (meet AMAO 2) and who meet Reclassification Criteria by 2%. Increase API	Actual Annual Measurable Outcomes:	1. State Common Core Assessments- Calif. Assessment of Student Performance and Progress (CAASPP) Results 2014-15 (most current available) : The percent of students meeting or exceeding standards in Language Arts for the district was 25%. Scores ranged from 14%-33%, across the grade levels tested. Grade 3 scored the lowest and Grade 7 scored the highest . In math, the district score was 16% and the range was 10% to 22% who met or exceeded standards. Grade 4 was the lowest, and grade 7 was the highest. 2. Local assessments (Renaissance Learning STAR assessments that are Common Core aligned.) showed that in Fall 2015 the average NCE in reading was 32.5 and in winter was 34.3 Math growth was 41.6 NCE to 43.1. NCE. The goal of a 2 point gain was achieved. 3. CDE LCFF Snapshot data reports that the percent of students who made progress towards English proficiency in 2014 was 53% and in 2015 was 56%. CELDT AMAO 2 data that is currently available shows that for students here 5 years or more, in 2014 53.7% scored proficient in English and in 2015 57.9% scored proficient in English. 4. Reclassification:CDE LCFF Snapshot data shows our reclassification rate as 2% in 2014 and 3% in 2015. Our local data shows that in June 2014 68 students were reclassified (4% of total EL enrollement) and in 2015 98 students were reclassified (5.9% of total EL enrollment) 5. API- not available Assessments for new Science standards, and new ELD standards are not available at this time. Laguna Vista

			Elementary was awarded a Gold Ribbon by the California Department of Education for their implementation of the district Vision for 21st Century Learning, and for progress implementing the common core standards.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. Provide Ipades for all 4-8 students and classroom sets for TK-3. Grade 6-8 students will be able to take ipads home due to limited technology access in homes. Add course sections for the Coding/Application development elective for grades 6-8 to increase the number of students able to enroll in that course.</p>	<p>Ipad leases Services and Other</p> <hr/> <p>General Fund - Unrestricted 200,000</p>	<p>Ipades were provided to all 4-8 students, and class sets for TK-3. Additional chrome books purchased for state testing and sharing at school sites and to increase technology access. This also resulted in fewer days needed to complete state testing due to greater availability of devices. This caused the expenditures to be greater than anticipated. Expenditures also higher than budgeted due to more than anticipated number of ipads upgraded on new leases. Number of students enrolled in coding doubled, due to the addition of another section.</p>	<p>Ipad leases Services and Other</p> <hr/> <p>General Fund - Unrestricted 304,197</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Upgrade facilities, infrastructure, devices, bandwidth as needed for 21st century vision for learning. Install flat screen tv/apple TV set up in more</p>	<p>Upgrade infrastructure- Services and Other</p> <hr/> <p>General Fund - Unrestricted 500,000</p>	<p>Upgraded facilities, infrastructure, devices, bandwidth as needed for 21st century vision for learning. Installed flat screen tv/apple TV set up in 20 more classrooms. Provided additional</p>	<p>Upgrade infrastructure- Services and Other</p> <hr/> <p>General Fund - Unrestricted 608,612</p> <hr/> <p>Clerk and extra support</p>

<p>classrooms. Provide additional casual labor support as needed to accelerate set up of devices and infrastructure. Provide a full time Data Support Clerk to assist with implementation of the many online and software based resources needed to implement the district vision for 21st century learning</p>	<p>Clerk and extra support Salaries and Benefits General Fund - Unrestricted 80,000</p>	<p>casual labor support as needed to accelerate set up of devices and infrastructure. 4 hours/day of additional tech support staff was added. Data Support Clerk was not added- more time needed to consult with stakeholders to determine specific needs and to review comparable jobs via a market study. Expenditures greater than anticipated due to expanding of project to upgrade internet connectivity switches and fiber optic cableing.</p>	<p>Salaries and Benefits General Fund - Unrestricted 0</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Provide training and support for teachers to integrate technology use into common core instruction and meet other goals in the district Vision for 21st Century Learning. Provide a full time technology integration coach (District Resource Teacher)</p>	<p>Technology Integration Teacher Coach, Substitute teachers, teacher extra duty pay Certificated Salary and Benefits General Fund - Unrestricted 120,000</p> <p>Consultants for tech training- Services and Other General Fund - Unrestricted 10,000</p> <p>Conference registration and travel Services and Other General Fund - Unrestricted 10,000</p>	<p>Technology Integration Coach /District Resource teacher provided 13 days of staff training during release days to groups of teachers, and individual coaching to 31 teachers based on teacher requests. Additional support and leadership provided to principals and district office administrators. Assisted with implementation of district staff development days. Teachers attended other training outside the district, offered by Ventura County Office of Education registration and substitute teacher provided, or stipend for attendance at workshops after the teacher work day. Expenditure for Tech integration teacher lower due to that</p>	<p>Technology Integration Teacher Coach, Substitute teachers, teacher extra duty pay Certificated Salary and Benefits General Fund - Unrestricted 87,368</p> <p>Consultants for tech training- Services and Other General Fund - Unrestricted 0</p> <p>Conference registration and travel Services and Other General Fund - Unrestricted 0</p>

		person being on leave part of the year. Allocation for tech consultants and conferences was not used- in house staff provided assistance, or training was provided in a way that was integrated with other types of training, reflected in other sections of this plan. (Goal 3)					
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-Wide</td> </tr> </table>	Scope of Service	LEA-Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-Wide</td> </tr> </table>	Scope of Service	LEA-Wide	
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4. Maintain an average class size of 24 students in grade TK-3 and 30 students in grades 4-8.	Additional teachers at TK-3 Salary and Benefits General Fund - Unrestricted 1,200,000	Maintained an average class size of 24 students in grade TK-3 and 30 students in grades 4-8. Expenditures for salary and benefits were greater than budgeted due to employee raises.	Additional teachers at TK-3 Salary and Benefits General Fund - Unrestricted 1,399,026				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-Wide</td> </tr> </table>	Scope of Service	LEA-Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-Wide</td> </tr> </table>	Scope of Service	LEA-Wide	
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5. Provide additional language arts and math teachers so each student has 2 periods of those subjects at grades 6-8.	Additional teachers Salary and Benefits General Fund - Unrestricted 700,000	Provided additional language arts and math teachers so each student has 2 periods of those subjects at grades 6-8.	Additional teachers Salary and Benefits General Fund - Unrestricted 737,066				

<p>Scope of Service</p> <p>LEA-Wide</p>		<p>Scope of Service</p> <p>LEA-Wide</p>	
<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	
<p>6. Individual and small group tutoring for approx. 100 students in Program Improvement Title I schools. Mar Vista, Tierra Vista, Ocean View Jr. High</p>	<p>Contracts with approved providers for tutoring - Services and Other Restricted Funds 102,000</p>	<p>Individual and small group tutoring for approx. 100 students in Program Improvement Title I schools. Mar Vista, Tierra Vista, Ocean View Jr. High was provided</p>	<p>Contracts with approved providers for tutoring- Services and Other Restricted Funds 92,067</p>
<p>Scope of Service</p> <p>School-Wide</p>		<p>Scope of Service</p> <p>School-Wide</p>	
<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	
<p>7. Extensive Response to Intervention (RTI) program during school day to assist students who are below grade level. Expand services to include a resource teacher at Mar Vista and at Laguna Vista in resulting in each elementary school staffed by the extra support of an intervention specialist teacher and a resource teacher.</p>	<p>Intervention Specialist Teachers Salary and Benefits Restricted Funds 300,000</p> <p>Instructional Assistants and Resource Teachers Salary and Benefits General Fund - Unrestricted 600,000</p>	<p>Provided extensive Response to Intervention (RTI) program during school day to assist students who are below grade level. Expanded services to include a resource teacher at Mar Vista and at Laguna Vista resulting in each elementary school staffed by the extra support of an intervention specialist teacher and a resource teacher. Expenditures for salary and benefits greater than budgeted due to employee raises.</p>	<p>Intervention Specialist Teachers Salary and Benefits Restricted Funds 408,273</p> <p>Instructional Assistants and Resource Teachers Salary and Benefits General Fund - Unrestricted 851,685</p>

<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>8. Transitional Bilingual Education (TBE) program and Two Way Immersion Program (TWI) offered as options for English Learners K-5. TWI expanding to grade 6 in yr 2 and grade 7 in year 3. at OVJH, Mar Vista Elementary to offer Two Way Immersion Program, (in addition to Tierra Vista Elementary), K-1 in 2015-16, K-2 in 2016-17 and K-3 in 2017-18.</p>	<p>Bilingual teachers Salary and benefits General Fund - Unrestricted 3,138,000</p>	<p>Transitional Bilingual Education (TBE) programs and Two Way Immersion Programs (TWI) offered as options for English Learners. TWI expanded to grade 6 at Ocean View Jr. High. Mar Vista Elementary offered Two Way Immersion Program, K-1 (phasing in) and TBE 2-5. Tierra Vista Elementary programs continued(TWI and TBE) K-5. Laguna Vista program continued (TBE) K-5 Expenditures for salary and benefits greater than budgeted due to employee raises.</p>	<p>Bilingual teachers Salary and benefits General Fund - Unrestricted 3,629,610</p> <hr/> <p>Bilingual program Books and Supplies General Fund - Unrestricted 35,962</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><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>OVSD state test score results were very similar to local districts with similar demographics, and in some areas, slightly higher. Our data shows that upper grade students, who have had more time to gain English proficiency, do better on the English Language Arts tests. Students in grades 5-8 have had more experience with computer devices, which may have also given them an advantage. Our results show that we need to continue our efforts to align curriculum and instruction with the rigors of the Common Core standards, continue our implementation and improvement of designated and integrated ELD</p>		

	<p>(training, planning time, GLAD, Core Six initiatives) and provide students with experiences with computers and devices. Observation, data analysis and stakeholder input led to our districtwide focus on what we call "The Big Three": Higher Level Questioning, Critical Thinking, and Student Talk. Each site will focus on providing students and teacher support to improve in these areas. Title I Supplemental Educational Services (SES) program will be discontinued due to the elimination of this program in the reauthorization of federal law. While a few students benefited from this tutoring, overall data does not indicate increases in achievement as a result of tutoring from these outside vendors. This program was offered because it was legally required.</p>
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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.

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 2 from prior year LCAP:	Goal 2: Provide a safe and healthy learning environment for students	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Increase school attendance rate from 97.34 to to 97.35. Maintain safe schools with suspension, expulsion and drop out rates below county average. Reduce percent of students who are chronically absent from 5.5% to 5.0% Increase grade 6-8 breakfast participation . Improve results on California Healthy Kids Survey (CHKS) for Junior High (Improve key indicators for School Climate: The % of student responses showing high levels of caring adult relationships will increase from 28% to 30%. The % of student responses showing high levels of opportunities for meaningful participation will increase from 11% to 13%. Maintain student access and enrollment in all required areas of study.	Actual Annual Measurable Outcomes: Attendance rate declined to 97.12. overall. The grades most affecting this decline are primary grades (TK-3 is 95.9) With in this span, the lowest rate is at TK-K. Other grades have higher rates. (4-6 is 97.6, 7-8 is 98.3) 6-8 grade breakfast participation did not increase- stayed at 50% Suspension: 3.3% (State rate 3.8%) Expulsion 0.04% 3 students in 15-16. (State rate 0.09%) Chronic absenteeism 6.4% CHKS results not available at this time. Student access and enrollment in all required areas of study has been maintained.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide counseling services at all schools. Counselors will be available at all sites to support school programs to create safe school environments, and maintain high attendance rates and reduce chronic absenteeism with such programs as anti-bullying programs, drug and tobacco resistance, and to support individual and small groups of students with school adjustment or behavior issues. They also will provide crisis counseling as needed. Schools will maintain school wide discipline	5 Counselors Salary and Benefits General Fund - Unrestricted 400,000	Added 2 bilingual counselors in 2015-16. Ongoing: Provided 2 counselors for Ocean View Junior High and 1 counselor at each of the elementary schools for a total of 5 district counselors. Provided counseling services at all schools. Counselors were available at all sites to support school programs to create safe school environments, and monitor attendance rates and reduce chronic absenteeism with such programs as anti-bullying programs, drug and tobacco resistance, and to support individual and small	5 Counselors Salary and Benefits General Fund - Unrestricted 431,528

<p>programs aligned with the principles of Restorative Justice, CHAMPs, or other effective behavior model. Focus will be to increase students feelings that they have a caring relationship with adults at school, and meaningful participation in school based on CHKS results. Add 2 bilingual counselors in 2015-16. Ongoing: Provide 2 counselors for Ocean View Junior High and 1 counselor at each of the elementary schools for a total of 5 district counselors.</p>		<p>groups of students with school adjustment or behavior issues. They also provided crisis counseling as needed. Examples of events added at schools are 21 days of Kindness Challenge, Monthly Character Traits, Friendship assemblies. Schools maintained school wide discipline programs aligned with the principles of Restorative Justice, CHAMPs, or other effective behavior model. Schools focused on increasing students feelings that they have a caring relationship with adults at school, and meaningful participation in school . Added this year- monthly counselor collaboration meetings to share best practices. Expenditures for counselor salary and benefits slightly higher due to raises.</p>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-Wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <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	LEA-Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-Wide</td> </tr> </table> <p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <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	LEA-Wide	
Scope of Service	LEA-Wide						
Scope of Service	LEA-Wide						
<p>2.Continue breakfast in the classroom program to maintain high participation.Increase amount of fresh and "homemade" style menu items and fresh fruits and vegetables by participating in Farm to School program. Increase from scratch meals from 2 days a week to 3 days in 2015-16, 4 days a week in 2016-17, 5 days a week in 2017-18</p>	<p>Nutrition Services Supervisor- salary and benefits Restricted Funds 65,000</p>	<p>Continued breakfast in the classroom program to maintain high participation.Increased amount of fresh and "homemade" style menu items and fresh fruits and vegetables. Did not begin a specific Farm to School program, but as an alternative to that, created relationships with local farmers to get more local produce. Increased "from- scratch" meals from 2 days a week to 3 days in 2015-16, Added more training for kitchen staff on making</p>	<p>Nutrition Services Supervisor- Salary and Benefits General Fund - Unrestricted 110,353</p>				

		<p>items from scratch. Added more from scratch items such as salad dressings and baked goods. Reduced wasted by switching to reusable trays and having students sort waste by disposing in recycle and compost receptacles.</p> <p>Expenditures higher due to upgrade in nutrition supervisor position to director, to account for greater responsibility and accountability for improvements in meals program.</p>	
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Increase use of safe school practices: Implement a closed campus policy at all elementary sites similar to current practices at Ocean View Junior High. All visitors/parents will register in the office and present identification before going on campus. Install cameras on all buses</p>	<p>Cameras Books and Supplies General Fund - Unrestricted 10,000</p>	<p>Implemented a closed campus policy at all elementary sites . All visitors/parents are required to register in the office and present identification before going on campus. Installed cameras on all buses to improve safety as students travel to and from school. Cost of cameras higher than anticipated. Testing showed that it was beneficial to purchase better and longer lasting equipment with more options.</p>	<p>Cameras Books and Supplies General Fund - Unrestricted 52,835</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
4. District will partner with Operation School Bell to provide needy students with new school clothes.TK-5	Bus transportation Services and Other General Fund - Unrestricted 1,000	District partnered with Operation School Bell to provide needy students with new school clothes.TK-5. 122 students served	Bus Transportation Services and Other General Fund - Unrestricted 750
Scope of Service LEA-Wide <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Partner with Boys and Girls Club of Oxnard/Port Hueneme to provide an afterschool program for approximately 300 students that includes academic enrichment and recreational activities.Includes teacher liaison at each site for alignment with regular day program.	Contract with Boys and Girls Club to implement program Services and Other Restricted Funds 412,000	Maintained partnership with Boys and Girls Club of Oxnard/Port Hueneme to provide an afterschool program for approximately 300 students that includes academic enrichment and recreational activities.Includes teacher liaison at each site for alignment with regular day program.	Contract with Boys and Girls Club to implement program Services and Other Restricted Funds 412,000
Scope of Service LEA-Wide <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6. Provide 2-3 hours a day of instructional assistant support at all schools for TK, K and 1st grade	Instructional Assistants Salary and Benefits General Fund - Unrestricted	Provided 2-3 hours a day of instructional assistant support at all schools for TK, K and 1st grade classes	Instructional Assistants Salary and Benefits General Fund - Unrestricted 444,571

<p>classes to support early instruction, increase adult supervision, and increase individual attention for young students.</p>	<p>400,000</p>	<p>to support early instruction, increase adult supervision, and increase individual attention for young students. Expenditures for salary and benefits greater than anticipated due to employee raises.</p>	
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. Provide a district TK-5 Physical Education teacher to support and enhance the Physical Education program at each elementary school.</p>	<p>PE teacher salary and benefits General Fund - Unrestricted 85,000</p>	<p>This position was not filled in 2015-16. Moved to 2016-17 LCAP. More time was needed to consult with stakeholders to develop position duties and responsibilities so that district goals will be met. This was accomplished, and position is being filled for 2016-17</p>	<p>PE Teacher Salary and Benefits General Fund - Unrestricted 0</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>8. Provide a district Art teacher to support and enhance the Art program at each school.</p>	<p>Art Teacher Salary and Benefits General Fund - Unrestricted 85,000</p>	<p>This position was not filled in 2015-16. Moved to 2016-17 LCAP. More time was needed to consult with stakeholders to develop position duties and responsibilities so that district goals</p>	<p>Art Teacher Salary and Benefits General Fund - Unrestricted 0</p>

		will be met. This was accomplished, and position is being filled for 2016-17					
<table border="1"> <tr> <td data-bbox="100 207 243 272">Scope of Service</td> <td data-bbox="243 207 569 272">LEA wide</td> </tr> </table>	Scope of Service	LEA wide		<table border="1"> <tr> <td data-bbox="1031 207 1182 272">Scope of Service</td> <td data-bbox="1182 207 1514 272">LEA Wide</td> </tr> </table>	Scope of Service	LEA Wide	
Scope of Service	LEA wide						
Scope of Service	LEA Wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><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>Interviews show that some TK-K parents do not fully understand the importance of regular attendance during these early years, and so a plan will be developed to have more outreach and training at this level, along with other strategies to increase attendance at TK and K. For 6-8 breakfast participation, data gathered shows that some students don't participate due to wait time in line, so more serving lines will be added. Also, some parents and students may not understand that all students can get free breakfast due to Provision 2 status, even if they personally don't qualify as low income. So more information about that will be provided to parents. Art and PE teacher positions were delayed until 2016-17 and hiring is in process, now that comprehensive job duties have been established. Those positions will be filled by fall 2016. Analysis of suspension and expulsion data shows that although there is some increase in the rates, in our small district, and at our relatively small schools, just a few incidences of suspension or expulsion can create the appearance of a significant increase in behavior problems, even when that is not the case. The reason for the increase in chronic absenteeism is not clear at this time. A more concentrated focus on this issue will be added to strategy 1 for 2016-17, to have counselors monitor those students more closely. School principals will be required to report regularly to the superintendent regarding their chronically absent students, and their plans for improving their attendance. Operation School Bell providers are reducing services, so a reduction in the number of students served will be a change in the 16-17 actions.</p>						

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

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 3 from prior year LCAP:	Goal 3- Provide a high quality learning environment that includes well maintained facilities, appropriate materials, and well-trained educators.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Maintain facilities in good condition as measured by FIT results. Create or purchase Common Core aligned Language Arts and Math materials, materials aligned with Next Generation Science Standards (including materials in Spanish) and ELD standards as needed. Teacher observation/survey will show increased number of teachers with high level of skills to teach common core standards and using 21st century strategies aligned with district vision. Maintain 100% compliance with teacher assignment and credentialing regulations. Maintain K-8 access to and enrollment in a broad course of study.	Actual Annual Measurable Outcomes:	FIT results show good condition at all sites. Purchased NGSS aligned bilingual online curriculum for TK-5, 6-8 piloted materials. Continued refining TK-5 teacher developed Integrated Units (Language Arts, Social Studies, Science) and Math modules. Implemented 6-8 math materials purchased in June 14-15. Teacher observation, survey, and Instructional Rounds showed an increased number of teachers with high level skills to teach common core standards and use 21st century strategies aligned with district vision. OVSD maintained 100% compliance with teacher assignment and credentialing rules, and maintained K-8 access to enrollment in a broad course of study.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Regularly inspect, monitor and repair grounds and facilities to provide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning. Upgrade heating and lighting at Mar Vista, add a running track and soccer field at Ocean View Junior High, and upgrade Quad/eating area.	Costs to upgrade heating and lighting at Mar Vista, add a running track and soccer field at Ocean View Junior High, and upgrade Quad/eating area. Building Fund- Restricted 1,600,000	Staff have regularly inspected, monitored and repaired grounds and facilities to provide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning. Reconfigured some staffing for more efficient facilities support, and added more drought tolerant plants. Upgraded lighting at Mar Vista, and completed running track and soccer field at Ocean View Junior High, and upgraded Quad/eating area. Additionally, lighting upgraded in OVJH gym. Heating not upgraded at Mar Vista yet- no viable	Costs to upgrade heating and lighting at Mar Vista, add a running track and soccer field at Ocean View Junior High, and upgrade Quad/eating area. Building Fund- Restricted Restricted Funds 169,3374

		solution found to date.	
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Teacher teams will develop and select instructional materials and lessons aligned with Common Core Standards, Next Generation Science Standards, and ELD standards as needed, and refine current units and materials. An online system for housing curriculum will be implemented. Purchase a complete math program for grades 6-8 .</p>	<p>Extra duty pay for teachers to create instructional materials Salary and Benefits General Fund - Unrestricted 50,000</p> <p>Annual fee for online curriculum management program Services and Other General Fund - Unrestricted 6,000</p> <p>Materials to implement new curriculum units Books and Supplies General Fund - Unrestricted 20,000</p> <p>New Math program grades 6-8 Books and Supplies General Fund - Unrestricted 145,000</p>	<p>Purchased NGSS aligned bilingual online Science curriculum for TK-5, 6-8 piloted materials. Teacher teams continued refining TK-5 teacher developed Integrated Units (Language Arts, Social Studies, Science) and Math modules as needed. Classroom books and math hands on materials purchased that align with curriculum. New 6-8 math materials purchased and implemented, and support provided. Online curriculum system provided for all teachers, and used on a regular basis.</p>	<p>Extra duty pay for teachers to create instructional materials Salary and Benefits General Fund - Unrestricted 5,760</p> <p>Annual fee for online curriculum management program Services and Other General Fund - Unrestricted 5,312</p> <p>Materials to implement new curriculum units Books and Supplies General Fund - Unrestricted 25,426</p> <p>New Math program grades 6-8 Books and Supplies General Fund - Unrestricted 0</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
<p>3. Teachers will receive training and collaboration time to implement common core standards in Language Arts and Math, Next Generation Science standards, ELD standards, and 21st century learning strategies. They will be supported by three district resource teachers. Elementary site resource teachers will also provide support. Support includes teacher compensation for 5 pupil free staff development days.</p>	<p>2 District Resource Teachers (Glad Coach and CCS Coach) Salary and Benefits Restricted Funds 195,000</p> <p>1 District Resource Teacher (Tech Integration Coach) Salary and Benefits General Fund - Unrestricted 90,000</p> <p>Teacher training days substitute costs Salary and Benefits General Fund - Unrestricted 65,000</p> <p>5 Staff Development Days-teacher salary and benefits General Fund - Unrestricted 410,000</p>	<p>Teachers received compensation for training, planning and collaboration time needed to plan for implementing the district common core Language Arts, Math, NGSS, in Spanish and English, and ELD curriculum, via 5 pupil free staff development days, meetings outside of their workday, and to attend training offered by the Ventura County Office of Education. In addition, training and meeting time was provided during the school day by providing substitute teachers. Three full time district resource teachers supported and coordinated these efforts, and provided group and individual training and coaching. Elementary site resource teachers also supported this work. 6-8 teachers received training in Core Six common core strategies and began to implement those strategies school wide. Some costs lower than anticipated due to staff leaves, reduced teacher release days due to lack of availability of substitute teachers. Resource teacher costs higher due to salary increase. Staff Development day costs difference due to error in projected costs.</p>	<p>2 District Resource Teachers (Glad Coach and CCS Coach) Salary and Benefits Restricted Funds 228,752</p> <p>1 District Resource Teacher (Tech Integration Coach) Salary and Benefits General Fund - Unrestricted 79,568</p> <p>Teacher training days substitute costs Salary and Benefits General Fund - Unrestricted 52,804</p> <p>5 Staff Development Days-teacher salary and benefits General Fund - Unrestricted 271,695</p> <p>Common Core Supplies Books and Supplies General Fund - Unrestricted 33,701</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

<p>4. Teachers will be supported to implement the Guided Language Acquisition Design (GLAD) model of instruction to enhance English Language Development and Content knowledge, and to fully implement the GLAD strategies as incorporated into TK-5 integrated Language Arts/Content area units. New teachers will be provided the full 7 day initial training</p>	<p>District GLAD Coach salary and benefits, substitutes for training days, Salary and Benefits Restricted Funds 190,000</p>	<p>GLAD District Resource teacher supported TK-5 teachers to implement the Guided Language Acquisition Design (GLAD) model of instruction to enhance English Language Development and Content knowledge, and to fully implement the GLAD strategies as incorporated into TK-5 integrated Language Arts/Content area units. New teachers were provided the full level 1 seven day training, and other teachers due for 5 year refresher training participated in the 5 day training. Implementation was further supported through the purchase of materials and supplies for teachers, and compensated planning and preparation time.</p>	<p>District GLAD Coach salary and benefits, substitutes for training days, Salary and Benefits Restricted Funds 112,752</p> <p>GLAD Supplies Books and Supplies Restricted Funds 6,183</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. New teachers will be supported to complete an approved General Education/Special Education Induction program to clear their teaching credential. New teachers will be assigned an experienced teacher as a Support Provider</p>	<p>Support provider and program costs and fees Services and Other General Fund - Unrestricted \$20,000</p>	<p>Actual expenditures higher than anticipated due to more new hires than anticipated. 22 first and second year teachers were enrolled in the Induction program. Expenses included costs for program/course fees and stipends for mentors/support providers.</p>	<p>Support provider and program costs and fees Services and Other General Fund - Unrestricted 68,878</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p>	

<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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>Explore solar generated power systems for cost savings and environment friendly solutions. Observational Inquiry for Equity model of professional development will be added due to analysis that some teachers are ready to pilot this advanced level of teacher collaboration and peer coaching. There will be a refocus of the district resource teacher role for greater emphasis on Dual and Bilingual program support due to expansion of programs and needs assessment for more support development and selection of curriculum in Spanish. GLAD and other instruction and curriculum training plans will have to take into account the substitute shortage and continue to offer compensated afterschool sessions in lieu of teacher release days during the school day. \$145,000 for new math curriculum was budgeted for the 15-16 school year but those materials were purchased at the end of 14-15 school year instead, due to a faster than anticipated decision and purchasing process.</p>		

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

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 4 from prior year LCAP:	Goal 4 Increase parent involvement. Increase efforts to seek parent input and promote parental participation.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Each school site and the district will maintain parent decision making councils/committees to seek parent input in decision making. The councils will include parents of students in programs for unduplicated pupils. The district and school sites will promote parental participation in programs for unduplicated students	Actual Annual Measurable Outcomes: District and site parent decision making and advisory groups such as ELAC, DELAC and School Site councils were maintained. Parental participation was promoted, and the type and variety of parent engagement activities and training increased.
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
1. To promote parent participation the district will provide a full time district bilingual Parent Engagement Coordinator to provide parent training and encouragement for parents to take leadership roles, offer parent training opportunities, and support school site efforts to increase parent participation. Examples of parent training to be provided at a district level based on parent interest: Latino Literacy parent classes Parent Technology classes Parent workshops on helping students to succeed academically, Positive Discipline workshops	Parent Engagement Coordinator Salary and Benefits General Fund - Unrestricted 55,000 Parent trainers and child care Salary and Benefits Materials for parent training Books and Supplies Restricted Funds 5,000	A full time Parent Engagement Coordinator provided parent training and encouragement for parents to take leadership roles, offered parent training opportunities, and supported school site efforts to increase parent participation. Positive Discipline classes were expanded from 1 site to 4, involving new site counselors in parent outreach, Health and Wellness workshop added at all sites, and parent technology class expanded to 2 sessions, all based on parent advisement. Parent leadership was developed via the DELAC meetings, and training offered by Ventura County Office of Education. Parent Engagement Coordinator Salary and Benefits General Fund - Unrestricted 68,861 Parent trainers and child care Salary and Benefits Materials for parent training Books and Supplies Restricted Funds 3,520

<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. District and site parent leadership councils such as English Learner Advisory Councils and School Site Councils will be maintained to seek parent input in decision making.</p>	<p>Child Care and interpreters -Salary and Benefits Meeting supplies -Books and Supplies Conferences and training-Services and Other</p> <p>General Fund - Unrestricted 5,000</p>	<p>Parent leadership councils were maintained. Interpretation/Translation, childcare, and supplies provided as needed.</p>	<p>Child Care and interpreters -Salary and Benefits Meeting supplies -Books and Supplies Conferences and training-Services and Other</p> <p>General Fund - Unrestricted 3,520</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.Each school site will conduct a variety of parent involvement activities, based on parent interest, to increase parent connection and engagement in schools, promote family health and well- being, inform parents about student progress and school programs, and offer parent leadership opportunities.</p>	<p>Child care, hourly pay for parent trainers, interpretation and translation services- Salary and Benefits Supplies for meetings/events- Books and Supplies</p> <p>General Fund - Unrestricted 5,000</p>	<p>All schools increased the number of parent engagement activities, and were supported by the district Parent Engagement Coordinator in those efforts. Family Math and Literacy nights were added to all sites. In addition to Health and Wellness workshop, OVJH held family fitness nights. Schools improved their website for better parent outreach. They</p>	<p>Child care, hourly pay for parent trainers, interpretation and translation services- Salary and Benefits Supplies for meetings/events- Books and Supplies</p> <p>3,520</p>

		<p>maintained EL parent leadership councils (ELAC) and parent/teacher leadership councils (school site councils) and Parent-Teacher fundraising groups (PTA) . Schools with significant numbers of military families (OVJH and LVS) collaborated with local Base and offered Military Kids Club and other family outreach and services.</p>	
<p>Scope of Service LEA WIDE</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>By reviewing the types of parent activities offered, and participation levels the following changes are planned.: Expand strategies to encourage development of parent leaders, and provide increased leadership training. Develop strategies to increase the use of the Parent Portal system in the student information system (Infinite Campus)</p>		

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

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a 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:	<u>\$5,083,632</u>
<p>Our percent of unduplicated pupils is 87.7%, and all sites exceed 55%, so we are expending funds districtwide. The districtwide services are the most effective use of the supplemental and concentration grant increase for unduplicated students in meeting the states priorities. Since these students are 87.7% of the school enrollment. they will benefit most from actions and services that improve the entire school and district program and related services which are designed to meet the 8 state priorities, and the district goals.</p> <p>How districtwide services are directed to meeting the district goals for the unduplicated students in the state priority areas:</p> <p>English learner, low income students and foster youth will benefit from acquiring 21st century skills, having a safe learning environment where they feel engaged and connected, where they have high quality materials, well maintained facilities, well trained educators, and involved parents. The districtwide actions and services described in this plan support those goals. These students benefit from actions included in this plan such as Ipads, which most do not have at home, and from the modern infrastructure at the schools so that they have high quality access to internet and applications that is stable and fast. They benefit from comprehensive intervention programs to support and monitor students who are below grade level. This program is supported by supplementary teacher specialists and para professionals. The bilingual and dual immersion programs are researched based programs shown to be the most effective programs for closing the gaps for students of poverty and English Learners. Smaller class sizes and double periods of language arts and math are supplemental supports to benefit the target groups for these funds. The additional counselors and parent engagement coordinator will help support students and their parents get extra support and training. Teacher training, supported by our teacher trainers,(GLAD/ELD, Dual, will help the teachers provide a 21st century education with technology integration, proficiency in English and Spanish, skills in the Common Core standards, skills in communication, collaboration, critical thinking, and creativity which will prepare them for success in high school and beyond.</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.

36.5	%
9	

Our percent of unduplicated pupils is 87.7%, and all sites exceed 55%, so we are expending funds districtwide. The districtwide services are principally directed toward unduplicated students, and are the most effective use of the supplemental and concentration grant increase for unduplicated students in meeting the states priorities. Since these students are 87.7% of the school enrollment. they will benefit most from actions and services that improve the entire school and district program and related services which are designed to meet the 8 state priorities, and the district goals. The expenditures of services for unduplicated students exceeds the district MPP of 36.59.

How districtwide services are directed to meeting the district goals for the unduplicated students in the state priority areas:

English learners, low income students and foster youth will benefit from acquiring 21st century skills, having a safe learning environment where they feel engaged and connected, where they have high quality materials, well maintained facilities, well trained educators, and involved parents. The districtwide actions and services described in this plan support those goals. These services go beyond base services, they supplement base services in order to serve the needs of unduplicated students.

Services and Programs funded by state unrestricted funds:

- Ipad leases, upgraded technology infrastructure
- Intervention Specialist Teachers and Assistants salary and benefits
- Salary and Benefits for site resource teachers at elementary sites
- Bilingual Teachers salary and benefits
- Salary and Benefits for Teachers needed to reach target class size
- Salary and Benefits for Teachers needed for double block periods
- Salary and Benefits for Bilingual counselors
- Salary and Benefits for Parent Engagement Coordinator
- Salary and Benefits for Technology Integration teacher
- Salary and Benefits for additional Instructional Assistants for TK, K and 1st grade classrooms
- Salary and Benefits for Elementary PE teacher and district Art Teacher
- Teacher training to support students to learn Language Arts Common Core Standards, Next Generation Science Standards and ELD Standards

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).