

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:** 2015-2016

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 2015-16 LCAP were discussed at the District English Learner Advisory Committee (DELAC)/EL LCAP Advisory Committee meetings on 2/4/15, 3/12/15, and 6/4/15 . 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 15-16 LCAP</p> <p>Parents: All district parents were invite to a forum on 3/12/15 to provide input</p>	<p>The following is a description of how the consultation with stakeholders contributed to the development of the LCAP:</p> <p>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</p>

on the LCAP update and on the new 15-16 LCAP. Progress on each goal was reviewed and ideas for changes and new strategies were discussed.

Pupils: March 24,2015 grade 6-8 student focus group regarding electives and technology. 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 15-16 LCAP. Student feedback on electives for grades 6-8 and their choices of electives and clubs provided student input for LCAP

Parent advisory committee and EL Parent Advisory Committee meeting . Held June 4, 2015. . Committee included parents of students of all required subgroups. LCAP draft and update was 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 5-1-15. Community members are interested in the development of the new soccer field for local recreational use.

Local Bargaining units: classified and certificated bargaining unit representatives were asked for consultation on May 5, 2015

District Personnel ,Teachers and other certificated: Throughout May 2015 teachers were sent an email survey regarding curriculum development and training needs to inform the LCAP update and development of the 15-16 LCAP. In the March edition of the district newsletter to all employees, all employees were asked to provide feedback on the LCAP development and 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 giving feedback and input regarding future needs. 9/24/14, 10/23/14, 11/17/15,1/13/15, 3/19/15, 4/20/15

Other employees: Classified staff were provided with an opportunity to give input via a email March 2015
Public input :

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 expressed support for adding a Dual Language program at that school, and that is also reflected in the 15-16 LCAP.

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 Mar Vista 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 lack of 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 and increase the number of school counselors in the district. This is reflected in the expenditures which call for an increase in the counseling services. 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 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 will be added starting in 15-16. In addition, students at all grades demonstrate preference for "from scratch" meals and so those will be increased as reflected in the LCAP. Stakeholder input showed high interest in adding a PE specialist for elementary schools, and an Art Specialist , and those additions are reflected in the LCAP.

The Certificated Bargaining Unit suggested for future consideration adding a Science teacher specialist to support teachers and additional technology

<p>On 5/1/15 posted on website opportunity to give input on annual update and new plan</p> <p>Public Hearing : June 9, 2015 Board Approval : June 23, 2015</p>	<p>integration support teachers.</p>
<p>Annual Update:</p> <p>With each stakeholder group, the goals for 14-15 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: The development of the LCAP update and the 2015-16 LCAP were discussed at the District English Learner Advisory Committee (DELAC)/EL LCAP Advisory Committee meetings on 2/4/15, 3/12/15, and 6/4/15. 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 15-16 LCAP</p> <p>Parents: All district parents were invite to a forum on 3/12/15 to provide input on the LCAP update and on the new 15-16 LCAP. Progress on each goal was reviewed and ideas for changes and new strategies were discussed.</p> <p>Pupils: March 24,2015 grade 6-8 student focus group regarding electives and technology. 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 15-16 LCAP. Student feedback on electives for grades 6-8 and their choices of electives and clubs provided student input for LCAP</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 14-15 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. Parents value the changes made in quality of meals.</p> <p>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 expressed support for adding a Dual Language program at that school, and that is also reflected in the 15-16 LCAP.</p> <p>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</p>

Parent advisory committee and EL Parent Advisory Committee meeting June 4, 2015 to participate in the development and review of the plan. Committee included parents of students of all required subgroups. The Superintendent presented the LCAP in Spanish and English for review and comment. Clarifying questions were answered. No comments were made.

Community- The community was provided the opportunity to provide input on the update and the 15-16 LCAP on the district website starting 5-1-15

Local Bargaining units: classified and certificated bargaining unit representatives were consulted on May 5, 2015

District Personnel ,Teachers and other certificated: Throughout May 2015 teachers were sent an email survey regarding curriculum development and training needs to inform the LCAP update and development of the 15-16 LCAP. In the March edition of the district newsletter to all employees, all employees were asked to provide feedback on the LCAP development and 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. 9/24/14, 10/23/14, 11/17/15,1/13/15, 3/19/15, 4/20/15

Other employees: Classified staff were provided with an opportunity to give input via a survey emailed March 2015

Public Hearing: June 9, 2015
Board Approval June 23, 2015

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 lack of 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 and increase the number of school counselors in the district. This is reflected in the expenditures which call for a increase for 2 more counselors so that each elementary site has a full time counselor. 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 need for a designated district staff member to assist with improving parent involvement.

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?

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
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Identified Need :	Need: Observation and surveys show that students have had limited 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. 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
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide Ipad 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.	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)	Ipad leases Services and Other General Fund - Unrestricted 200,000
2. Upgrade facilities, infrastructure, devices, bandwidth	LEA-Wide	<input checked="" type="checkbox"/> All	Upgrade infrastructure-

<p>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>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Services and Other General Fund - Unrestricted 500,000 Clerk and extra support Salaries and Benefits General Fund - Unrestricted 80,000</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>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>Technology Integration Teacher Coach, Substitute teachers, teacher extra duty pay Certificated Salary and Benefits General Fund - Unrestricted 120,000 Consultants for tech training- Services and Other General Fund - Unrestricted 10,000 Conference registration and travel Services and Other General Fund - Unrestricted 10,000</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>Additional teachers at TK-3 Salary and Benefits General Fund - Unrestricted 1,200,000</p>
<p>5. Provide additional language arts and math teachers so each student has 2 periods of those subjects at 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>Additional teachers Salary and Benefits General Fund - Unrestricted 700,000</p>
<p>6. Individual and small group tutoring for approx. 100 students in Program Improvement Title I schools. Mar</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Contracts with approved providers for tutoring - Services and Other</p>

Vista, Tierra Vista, Ocean View Jr. High		<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)	Restricted Funds 102,000
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.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Intervention Specialist Teachers Salary and Benefits Restricted Funds 300,000 <hr/> Instructional Assistants and Resource Teachers Salary and Benefits General Fund - Unrestricted 600,000
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.	LEA-Wide	<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)	Bilingual teachers Salary and benefits General Fund - Unrestricted 3,138,000

LCAP Year 2: 2016-17

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
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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. Add course sections for the Coding/Application development elective for grades 6-8 to increase the number of	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Ipad lease annual Services and Other General Fund - Unrestricted 200,000

<p>students able to enroll in that course.</p>		<p><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 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>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>Upgrade infrastructure- Services and Other General Fund - Unrestricted 500,000 Clerk and extra support Salaries and Benefits General Fund - Unrestricted 80,000</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>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>Technology Integration Teacher Coach, Substitute teachers, teacher extra duty pay Certificated Salary and Benefits General Fund - Unrestricted 120,000 Consultants for tech training- Services and Other General Fund - Unrestricted 10,000 Conference registration and travel Services and Other General Fund - Unrestricted 10,000</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 1,200,000</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. 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>School-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>Contracts with approved providers for tutoring Services and Other Restricted Funds 102,000</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 resulting in each elementary school staffed by the extra support of an intervention specialist teacher and a resource teacher.</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 300,000 Instructional Assistants and Resource Teachers Salary and Benefits General Fund - Unrestricted 600,000</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. 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>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>Salary and benefits for bilingual teachers General Fund - Unrestricted 3,138,000</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
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		
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. 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.	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)	Ipad lease annual Services and Other General Fund - Unrestricted 200,000
2. Upgrade facilities, infrastructure, devices, bandwidth 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: <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)	Upgrade infrastructure- Services and Other General Fund - Unrestricted 500,000 Clerk and extra support Salaries and Benefits General Fund - Unrestricted 80,000
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)	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Technology Integration Teacher Coach, Substitute teachers, teacher extra duty pay Certificated Salary and Benefits General Fund - Unrestricted 120,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Consultants for tech training- Services and Other General Fund - Unrestricted 10,000 Conference registration and travel Services and Other General Fund - Unrestricted 10,000
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: <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)	Additional teachers at TK-3 Salary and Benefits General Fund - Unrestricted 1,200,000
5. Provide additional language arts and math teachers so each student has 2 periods of those subjects in grades 6-8	school 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)	Additional teachers Salary and Benefits General Fund - Unrestricted 700,000
6. Individual and small group tutoring for approx. 100 students in Program Improvement Title I schools. Mar Vista, Tierra Vista, Ocean View Jr. High	school wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contracts with approved providers for tutoring Services and Other Restricted Funds 102,000
7. Extensive Response to Intervention (RTI) program during school day to assist students who are below grade level. Expand services to include a resource	LEA wide	<input type="checkbox"/> All OR:	Intervention Specialist Teachers Salary and Benefits

<p>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.</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Restricted Funds 300,000 Instructional Assistants and Resource Teachers Salary and Benefits General Fund - Unrestricted 600,000</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>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>Bilingual teachers Salary and benefits General Fund - Unrestricted 3,138,000</p>

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

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
Identified Need :	Need: Attendance rates, Chronic Absenteeism rates, Suspension,Expulsion, and Drop out rates, show that these are not problem areas at this time, and we should at minimum maintain practices already in place to maintain . Responses on California Healthy Kids Survey show 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. Metrics: Attendance rates, Chronic Absenteeism rates, other student outcomes, other local measures: Responses on California Healthy Kids Survey, Suspension ,Expulsion, and middle school drop out rates, Student Access and enrollment in all required areas of study: enrollment records, Other student outcomes: Meal participation rates. Not applicable: High school drop out rates, High school graduation rates		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16			
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.		
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 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 programs aligned with the principles of Restorative Justice, CHAMPs, or other	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)	5 Counselors Salary and Benefits General Fund - Unrestricted 400,000

<p>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>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>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 65,000</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 busses.</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>Cameras Books and Supplies General Fund - Unrestricted 10,000</p>
<p>4. District will partner with Operation School Bell to provide needy students with new school clothes. TK-5</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</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>Contract with Boys and Girls Club to implement program Services and Other Restricted Funds 412,000</p>

<p>program.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</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: (Specify)</p>	<p>Instructional Assistants Salary and Benefits General Fund - Unrestricted 400,000</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>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>PE teacher salary and benefits General Fund - Unrestricted 85,000</p>
<p>8. Provide a district Art teacher to support and enhance the Art program at each school.</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>Art Teacher Salary and Benefits General Fund - Unrestricted 85,000</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Increase school attendance rate from 97.35 to 97.36. Maintain safe schools with suspension, expulsion and drop out rates below county average. Reduce percent of students who are chronically absent from 5.0% to 4.8% Increase grade 6-8 breakfast participation . Improve results on California Healthy Kids Survey (CHKS) for Junior High. 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 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 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 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>	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>Nutrition Services Supervisor- salary and benefits Restricted Cafeteria funds 65,000</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 busses.</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:</p>	<p>Cameras Books and Supplies General Fund - Unrestricted 10,000</p>

		(Specify)	
4. District will partner with Operation School Bell to provide needy students with new school clothes.TK-5	LEA-Wide	<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)	Bus transportation Services and Other General Fund - Unrestricted 1,000
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 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 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 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

<p>8. Provide a district Art teacher to support and enhance the Art program at each school.</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>Art Teacher Salary and Benefits General Fund - Unrestricted 85,000</p>
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: Increase school attendance rate from 97.36 to to 97.37. Maintain safe schools with suspension, expulsion and drop out rates below county average. Reduce percent of students who are chronically absent from 4.8% to 4.5% Increase grade 6-8 breakfast participation . Improve results on California Healthy Kids Survey (CHKS) for Junior High. 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 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 breakfast n 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>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>Nutrition Services Supervisor- salary and benefits Restricted Cafeteria Funds 65,000</p>

		(Specify)	
<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 busses.</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>Cameras Books and Supplies General Fund - Unrestricted 10,000</p>
<p>4. District will partner with Operation School Bell to provide needy students with new school clothes.TK-5</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 Services and Other 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, decrease the adult to student ratio, 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: (Specify)</p>	<p>Instructional Assistants Salary and Benefits General Fund - Unrestricted 400,000</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>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>PE teacher salary and benefits General Fund - Unrestricted 85,000</p>
<p>8. Provide a district Art Teacher to support and enhance the Art program at each school.</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>Art Teacher Salary and Benefits General Fund - Unrestricted 85,000</p>

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

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. Inventory of instructional material shows that materials are not all aligned yet with common core standards. Teacher survey and observation show that teacher training for district 21st Century Vision and implementation of common core standards is needed. Metrics: Implementation of CCSS 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
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LCAP Year 1: 2015-16

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.
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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. Upgrade heating and lighting at Mar Vista, add a running track and soccer field at Ocean View Junior High, and upgrade Quad/eating area.	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)	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
2. Teacher teams will develop and select instructional	LEA-Wide	<input checked="" type="checkbox"/> All	Extra duty pay for teachers to create instructional materials

<p>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>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 General Fund - Unrestricted 50,000 Annual fee for online curriculum management program Services and Other General Fund - Unrestricted 6,000 Materials to implement new curriculum units Books and Supplies General Fund - Unrestricted 20,000 New Math program grades 6-8 Books and Supplies General Fund - Unrestricted 145,000</p>
<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>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 195,000 1 District Resource Teacher (Tech Integration Coach) Salary and Benefits General Fund - Unrestricted 90,000 Teacher training days substitute costs Salary and Benefits General Fund - Unrestricted 65,000 5 Staff Development Days- teacher salary and benefits General Fund - Unrestricted 410,000</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>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 190,000</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>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</p>	<p>Support provider and program costs and fees Services and Other General Fund - Unrestricted \$20,000</p>

		_ Other Subgroups: (Specify)	
LCAP Year 2: 2016-17			
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.		
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. Upgrade heating and lighting at Mar Vista, add a running track and soccer field at Ocean View Junior High, and upgrade Quad/eating area.	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)	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
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.	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)	Extra duty pay for teachers to create instructional materials Salary and Benefits General Fund - Unrestricted 50,000 Annual fee for online curriculum management program Services and Other General Fund - Unrestricted 6,000 Materials to implement new curriculum units Books and Supplies General Fund - Unrestricted 20,000
3. Teachers will receive training and collaboration time to implement common core standards Next Generation Science standards, ELD standards, and 21st century learning strategies. They will be supported by three district resource teachers. Elementary site resource	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	2 District Resource Teachers (Glad Coach and CCS Coach) salary and benefits Restricted Funds 195,000 1 District Resource Teacher (Tech Integration Coach)

<p>teachers will also provide support. Support includes teacher compensation for 5 pupil free staff development days.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and Benefits General Fund - Unrestricted 90,000</p> <hr/> <p>Teacher training days: substitute costs Salary and Benefits General Fund - Unrestricted 65,000</p> <hr/> <p>5 Staff Development Days- teacher salary and benefits General Fund - Unrestricted 410,000</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>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 190,000</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>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 \$20,000</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>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.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Regularly inspect, monitor and repair grounds and facilities to provide school facilities that are safe and environmentally sustainable and that aesthetically</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>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.</p>

<p>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.</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>Services and Other Building Fund- Restricted 1,600,000</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.</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>Extra duty pay for teachers to create instructional materials Salary and Benefits General Fund - Unrestricted 50,000 Annual fee for online curriculum management program Services and Other General Fund - Unrestricted 6,000 Materials to implement new curriculum units Books and Supplies General Fund - Unrestricted 20,000</p>
<p>3. Teachers will receive training and collaboration time to implement common core standards 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>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 195,000 1 District Resource Teacher (Tech Coach) Salary and Benefits General Fund - Unrestricted 90,000 Teacher training days substitute costs Salary and Benefits General Fund - Unrestricted 65,000 5 Staff Development Days-teacher salary and benefits Salary and Benefits General Fund - Unrestricted 410,000</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</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>District GLAD Coach salary and benefits and ,substitutes for training days, Salary and Benefits Restricted Funds 190,000</p>

<p>Language Arts/Content area units. New teachers will be provided the full 7 day initial training</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <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>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 and fees Services and Other General Fund - Unrestricted \$20,000</p>

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

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
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Identified Need :	Need: Observation and surveys indicate the need to increase parent involvement at all schools. Metrics: Surveys, Agendas and meeting records, records of efforts to seek parent input in decision making at district and site, and promotion of parent participation
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

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
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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 Parent workshops on helping students to succeed academically, Positive Discipline workshops	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 55,000 Parent trainers and child care Salary and Benefits Materials for parent training Books and Supplies Restricted Funds 5,000
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	Child Care and interpreters -Salary and Benefits Meeting supplies -Books and Supplies Conferences and training-Services and Other

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	General Fund - Unrestricted 5,000
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, hourly pay for parent trainers, interpretation and translation services- Salary and Benefits Supplies for meetings/events- Books and Supplies General Fund - Unrestricted 5,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	The number of parents who participate in parent leadership groups such as School Site Council and advisory groups for parents of English Learners will increase by 2 parents per site. The number of parents who participate in parent involvement and training opportunities will increase by 5%.
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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 Parent workshops on helping students to succeed academically, Positive Discipline workshops	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 55,000 Parent trainers and child care Salary and Benefits Materials for parent training Books and Supplies Restricted Funds 5,000
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	Child Care and interpreters -Salary and Benefits Meeting supplies -Books and Supplies Conferences and training-Services and Other General Fund - Unrestricted 5,000

		English proficient _ Other Subgroups: (Specify)	
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, hourly pay for parent trainers, interpretation and translation services- Salary and Benefits Supplies for meetings/events- Books and Supplies General Fund - Unrestricted 5,000

LCAP Year 3: 2017-18

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
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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 based on parent interest: Latino Literacy parent classes Parent Technology classes Parent workshops on helping students to succeed academically, Positive Discipline workshops	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 55,000 Parent trainers and child care Salary and Benefits Materials for parent training Books and Supplies Restricted Funds 5,000
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:	Child Care and interpreters -Salary and Benefits Meeting supplies -Books and Supplies Conferences and training-Services and Other General Fund - Unrestricted 5,000

		(Specify)	
<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, hourly pay for parent trainers, interpretation and translation services- Salary and Benefits Supplies for meetings/events- Books and Supplies General Fund - Unrestricted 5,000</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:	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 <u>Implement district vision for 21st Century Learning</u>	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Establish baseline scores on district common core assessments and state common core assessments. (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:	District purchased assessments in Reading and Math aligned to the common core have been implemented and baseline scores have been established for all students. ELD and Science assessments aligned to new standards have not been implemented, not yet available. The number of EL students who scored proficient on CELDT AMAO #2 increased from 52.5 to 55.8 Reclassification rates pending API not available . Ocean View Junior High 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 in implementing common core standards.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide Ipads for all 4-8 students and classroom sets for TK-3	Ipad lease annual General Fund - Unrestricted 200,000	Ipads were provided for all 4-8 students and class sets for grades TK-3	Ipad leases Services and Other General Fund - Unrestricted 216,000
Scope of Service	LEA-Wide	Scope of Service	LEA wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Upgrade facilities, infrastructure, devices, bandwidth as needed for 21st century vision for learning</p>	<p>Upgrade/purchase facilities, infrastructure/materials /devices/bandwidth as needed for 21st Century learning General Fund - Unrestricted 1,200,000</p>	<p>Upgraded facilities, infrastructure, devices, bandwidth as needed for 21st century vision for learning. Bandwidth upgraded from 300 mgz to 1 gigabyte. Wifi system augmented by adding access points. Equipment replaced as needed Devices needed for SBAC testing were deployed: netbook carts, keyboards, mice, headphones. Uninterruptible Power Supply (UPS) devices purchased for backup in case of power outage. Increased hours of technical support staff to meet school needs. Added 20 flat screen TVs with Apple TV device to classrooms.</p>	<p>Services and Other General Fund - Unrestricted 500,000</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 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>3. Provide training and support for teachers to integrate technology use into common core instruction</p>	<p>Training costs Restricted Common Core General Fund - Unrestricted 35,000 Note: Substitute teachers, conference registration, consultants, teacher extra duty pay. year 3 add</p>	<p>Teachers and administrators attended a variety of technology integration workshops and conferences. Teachers received compensation for training outside of regular work day. In addition, some site "banking minutes" days (student early release days) were used for training. Technology Coach consultant provided 4 days of coaching</p>	<p>Teacher training Salary and Benefits Services and Other General Fund - Unrestricted \$90,000 Salary and benefits</p>

	Technology Integration Teacher Coach	to Tierra Vista School . A full day of training for all teachers focused on technology integration and was supported by a technology integration consultant.	
Scope of Service LEA-Wide		Scope of Service LEA wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Maintain an average class size of 24 students in grade TK-3 and 30 students in grades 4-8.	Salary and benefits for additional teachers at TK-3 General Fund - Unrestricted 1,200,000	Average class size for TK-3 was maintained at 24 and for grades 4-8 was 30 or below	Teachers Salary and Benefits General Fund - Unrestricted 1,184,000
Scope of Service LEA wide		Scope of Service LEA wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Provide additional language arts and math teachers so each student has 2 periods of those subjects	salary and benefits for additional teachers General Fund - Unrestricted 651,787	Provided additional language arts and math teachers so each student has 2 periods of those subjects	Teachers- salary and benefits General Fund - Unrestricted 684,000
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>6. Students in grades 4-8 will be able to take ipad home, due to limited tech access in homes</p>	<p>Ipad lease State Unrestricted Funds 50,000</p> <p>Note: For grade 6-8 students estimate</p>	<p>Students in grades 6-8 were able to take home Ipads. Grades 4-5 did not due to analysis that this would not be appropriate or needed at this time.</p>	<p>Ipad leases- Services and Other General Fund - Unrestricted 45,000</p>
<p>Scope of Service LEA-Wide</p>		<p>Scope of Service LEA-Wei</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><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>7. 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 Title I 102,000</p>	<p>Individual and small group tutoring for 100 students in Program Improvement Title I schools.Mar Vista, Tierra Vista, Ocean View Jr. High</p>	<p>Contracts with tutoring providers Services and Other Restricted Funds 96,000</p>
<p>Scope of Service School-Wide</p>		<p>Scope of Service schoolwide</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 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>	

_ Other Subgroups: (Specify)			
8.Extensive Response to Intervention (RTI) program during school day to assist students who are below grade level.	Intervention Specialist Teachers and Assistants salary and benefits Title I federal funds and state unrestricted funds \$830,000	All schools have an Intervention program and an Intervention Specialist Teacher to support students below grade level.	Instructional Assistants and Intervention Specialist Teachers Salary and Benefits General Fund - Unrestricted \$497,000 Intervention Specialist Teachers Salary and Benefits Restricted Funds \$93,000
Scope of Service LEA-Wide		Scope of Service LEA wide	
_ 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)		_ 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)	
9.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.	Salary and benefits for bilingual teachers State Unrestricted Funds 3,145,000 Note: approx. 31 certified bilingual teachers at TK-5 and 6 at grades 6-8.	Transitional Bilingual Education (TBE) program and Two Way Immersion Program (TWI) offered as options for English Learners TK-5. TWI expanded to grade 5	Bilingual teachers Salary and Benefits General Fund - Unrestricted 3,100,000
Scope of Service LEA-Wide		Scope of Service LEA wide	
_ 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)		_ 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>10. Class size to average 24 in grades TK-3 and 30 in grades 4-8</p>	<p>Salary and Benefits for teachers to reach target class size State Unrestricted Funds 1,200,000</p>	<p>Class size average is 24 in grades TK-3 and 30 in grades 4-8</p>	<p>Teachers Salary and Benefits General Fund - Unrestricted 1,184,000</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 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>11. 2 period Block schedule to provided intensive support to Ocean View Junior High students</p>	<p>Salary and Benefits for additional teachers needed for double periods State Unrestricted Funds 651,787</p>	<p>All 6-8 students provided 2 periods of language arts and math</p>	<p>Teachers Salary and Benefits General Fund - Unrestricted 684,000</p>
<p>Scope of Service School-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 school 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Change in actions, services and expenditures as a result of reviewing progress: Some actions from the 14-15 plan have been eliminated in the 15-16 plan because they were repeated, due to the template requirements of that year,. Section 3b is no longer part of the state template, so the goals from that section have been folded into the annual goals section of the new template. . Those were dealing with taking home ipads, tutoring, intervention, small class size. #3. Addition of the technology integration coach will be fast tracked and instead of adding in 2016-17 as planned in the 14-15 plan this will be moved up to 2015-16. This will cause an increase for that expenditure in 15-16 #8 a resource teacher will be added to each elementary site, and part of their duties will be to provide extra support to the intervention program as needed.. This will increase expenditures. #9 Expansion of Dual Language program at Mar Vista providing opportunity for English speakers to learn</p>		

	<p>Spanish. No anticipated increase in expenditure for that change #1 Increase number of students who can take Coding elective at OVJH. This expenditure will be included in the cost of the district technology integration coach who will provide that service. Expenditures for #2 were lower than anticipated due to lack of sufficient time/staff to purchase, set-up, and deploy additional equipment. For that reason additional support was added for a full time support position for data management. #3 Expended more than anticipated due to greater than anticipated teacher readiness for training and support.</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:	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 <u>Promote the health and wellness of students,families and staff</u>	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Increase school attendance rate from 96.63% to 96.64%. Maintain safe schools with suspension, expulsion and drop out rates and chronic absenteeism rates below county average. Increase Breakfast participation by 10% . Increase scores on California Healthy Kids Survey (CHKS). Maintain student access and enrollment in all required areas of study.	Actual Annual Measurable Outcomes:	School attendance rate to date is 97.34. Suspension rate is 1.9 which is below county average of 4.2. Expulsion rate is .03, below county rate of .1. (Based on most current county data available) Chronic absenteeism rate for county is not available. District rate is 5.5%, down from prior year of 6%. Breakfast participation increased from 54.62% to 79.47% (25% more students participated, which is a 45% increase in participation rate.). California Healthy Kids Survey data for 2014-15 is not available at this time so comparison cannot be made. Student access and enrollment in all required areas of study has been maintained- 100% of students are enrolled in Math, Language Arts, Science and Social Studies and all English Learners receive English Language Development
LCAP Year: 2014-15			
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 such as anti-bullying programs, drug and tobacco resistance, and to support individual and small groups of students with school adjustment or	Salary and Benefits for Counselors General Fund - Unrestricted 230,000 Note: 3 counselors in 2014-15 3.5 counselors in 2015-16 4 counselors in 2016-17	Provided counseling services at all schools. (3 counselors) Counselors were available at all sites to support school programs to create safe school environments, and maintain high attendance rates such as anti-bullying programs, drug and tobacco resistance, and to support individual and small groups of students with school	Counselors Salary and Benefits General Fund - Unrestricted 241,000

<p>behavior issues. 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.</p>		<p>adjustment or behavior issues. They also provided crisis counseling as needed. Schools maintained school wide discipline programs aligned with the principles of Restorative Justice, CHAMPs, or other effective behavior model.</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>2. Restructure breakfast program to increase participation. Increase amount of fresh and "homemade" style menu items by participating in Farm to School program.</p>	<p>Nutrition Services Supervisor- salary and benefits National School Lunch Program - Federal Funding 82,000</p> <p>Note: Supervisor will coordinate implementation of Breakfast in the Classroom program, and the annual increase in fresh and homemade items on the menu for breakfast and lunch</p>	<p>A professionally trained chef was hired as Nutrition Services Supervisor. The breakfast program at the elementary schools was restructured using the Breakfast in the Classroom model. All students are served breakfast after the school day starts, to encourage more children to eat a nutritious breakfast. Breakfast participation increased by 25%, exceeding our target. From "scratch" homemade meals have been added to the menu two days a week. The amount of processed and packaged foods offered at breakfast and lunch has been reduced, and fresh fruits and vegetables have been increased. Farm to School implementation is in the planning stages.</p>	<p>Nutrition Services Supervisor Salary and benefits Restricted Cafeteria Fund 65,000</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: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Increase participation in breakfast, since many students do not eat at home (TK-5).</p>	<p>Nutrition Services supervisor National School Lunch Program - Federal Funding 82,000</p>	<p>Breakfast participation increased from 55% to 80% TK-8 district wide. At the TK-5 level breakfast participation is at 91.67%.</p>	<p>Nutrition Services Supervisor Salary and benefits Restricted Cafeteria Fund 65,000</p>
<p>Scope of Service: LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>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>Scope of Service: LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>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>4. District will partner with Operation School Bell to provide needy students with new school clothes. TK-5</p>	<p>Bus transportation State Unrestricted Funds 1,000</p> <p>Note: Parent Liaison will arrange to transport 10-15 students a month to OSB program to pick out clothes.</p>	<p>Parent Liaison made arrangements and accompanied 162 low income students to Operation School Bell facilities where they received free school clothes.</p>	<p>Bus transportation Services and Other General Fund - Unrestricted \$621</p>
<p>Scope of Service: LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" 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: LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>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</p>	

proficient _ Other Subgroups: (Specify)		_ 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 After School Education and Safety (ASES) 412,000	The district has partnered with Boys and Girls Club of Oxnard/Port Hueneme to provide an afterschool program at all schools serving a total of approximately 300 students, that includes academic enrichment and recreational activities. There is teacher liaison at each site for alignment with regular day program.	Contract with Boys and Girls Club Services and Other Restricted Funds 412,000
Scope of Service LEA-Wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA wide <hr/> <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)	
6. Increase from one bilingual counselor for TK-5 to 2 bilingual counselors by year 3. Foster youth will also be served by district counselors, if any enroll. No foster youth enrolled at this time	Salary and benefits for counselor State Unrestricted Funds 75,000 Note: One counselor in year 1. Add .50FTE in year 2 and year 3.	Counseling program has been implemented as planned. One bilingual counselor served three elementary schools	Counselor Salary and Benefits General Fund - Unrestricted 62,000
Scope of Service LEA-Wide <hr/> <input type="checkbox"/> All OR: <input 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)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Changes include adding more made from scratch food to the weekly menus and more fresh fruit and vegetables. More focus will be made on the California Healthy Kids results to develop a plan to improve in weak areas especially caring relationships and meaningful participation. Addition of counselors will be fast tracked to add 2 more positions sooner than planned. Increase focus on chronic absentees with goal to reduce rate. The salary and benefits cost of the Nutrition Supervisor was lower than anticipated, that estimate was made before the staff was hired, and actual cost came in lower. Review of school safety showed a need to add an additional action to close the elementary campuses with the same procedures as used at the junior high., No additional expenditures for that action are anticipated. Additional expenditures will be added to add more instructional assistant support to grades TK, K and 1 at all sites to enhance support for young students academic, social, and behavioral needs.</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 3 from prior year LCAP:	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 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ 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 2 instructional units in Language Arts and Math for each grade level. 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:	All school sites continue to receive an exemplary rating on the Facility Inspection Tool. More than 2 instructional units have been created in Language Arts and Math for each grade level. Teacher observation/survey shows increased number of teachers with high level of skills to teach common core standards and using 21st century strategies aligned with district vision. The district has maintained 100% compliance with teacher assignment and credentialing regulations and maintained K-8 access to and enrollment in a broad course of study.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
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	Budgeted Expenditures Salary and Benefits for additional custodian General Fund - Unrestricted 40,000 Note: Maintain all custodian and grounds maintenance services, add 1 full time custodian	District 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. An additional custodian was not added due to facilities needs of higher priority. Schedules and duties of custodians were reviewed and maintenance needs were met with current staffing.	Estimated Actual Annual Expenditures no additional expenditures 0
Scope of Service	LEA-Wide	Scope of Service	
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Teacher teams will develop and select new instructional materials and lessons aligned with Common Core Standards</p>	<p>Extra duty pay for teachers to create instructional materials General Fund - Unrestricted 10,000</p>	<p>Approximately 35 teachers worked on teams throughout the year after school, and during non school days to develop and select instructional materials and lessons aligned with Common Core Standards. Expenditures were greater than anticipated due to availability of state funding for common core implementation and expansion of original goals to include more lesson development than anticipated.</p>	<p>Teachers- extra duty pay Salary and Benefits Restricted Funds \$55,000</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Teachers will receive training and collaboration time to implement common core standards and 21st century learning strategies</p>	<p>District Resource Teacher salary and benefits Title II 90,000</p> <p>Note: Teacher on Special Assignment to coordinate and provide professional development</p> <p>Teacher training days: substitute costs General Fund - Unrestricted 65,000</p> <p>Staff Development Days- teacher</p>	<p>A full time district resource teacher provided training and coordinated collaboration time for teachers. Teachers were provided with 5 pupil free, paid staff development days for training and collaboration time to focus on new standards and 21st century learning strategies. Teachers received compensation for time to collaborate and develop lessons, to attend training outside of their workday.</p>	<p>District resource teacher salary and benefits Restricted Funds 104,000</p> <p>Teacher staff development salary and benefits General Fund - Unrestricted \$410,000</p>

	<p>salary and benefits General Fund - Unrestricted 350,000</p> <p>Note: 5 pupil free days for training</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 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>4. Teachers will be trained in the Guided Language Acquisition Design (GLAD) model of instruction to enhance English Language Development and Content knowledge.</p>	<p>Salary and benefits for District GLAD Coach, substitutes for training days, and supplies Title III 150,000</p>	<p>A full time District GLAD coach provided full level 1 training to all new TK-5 teachers, and refresher training as needed. Facilitated planning and preparation days were provided at all elementary sites. Materials and supplies needed for instruction were purchased, and a GLAD training room was set up with supplies and equipment to facilitate teacher training and collaboration. All elementary teachers have completed Level 1 GLAD training. Expenditures greater than anticipated due to more new teachers to train than anticipated.</p>	<p>GLAD Coach, substitute teachers</p> <ul style="list-style-type: none"> ---Salary and Benefits <p>Training materials-Books and Supplies</p> <p>Restricted Funds 190,000</p>
<p>Scope of Service LEA-Wide</p> <hr/> <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</p>		<p>Scope of Service LEA wide</p> <hr/> <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>	

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Changes in actions and expenditures that will be made based on the review include some facilities upgrades to Mar Vista heating and lighting, and starting work on the new running track and soccer field at Ocean View Junior High. Progress review of curriculum development showed that creating our own math program for grades 6-8 would be too difficult based on the extensive changes in the common core math standards at those grade levels, so added expenditures to purchase a commercial program will be proposed. Due to changes in the county office of education's program for new teachers to clear their credential, the district will need to add services and expenditures for those teachers to the district's plan. #2 Expenditures for teacher extra duty pay to create instructional materials was higher than anticipated due to availability of state funding for common core implementation and expansion of original goals to include more lesson development than anticipated.</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.

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Original GOAL 4 from prior year LCAP:	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:	The number of parents who participate in parent leadership groups such as School Site Council and advisory groups for parents of English Learners will increase by 2 parents per site. The number of parents who participate in parent involvement and training opportunities will increase by 5%.	Actual Annual Measurable Outcomes:	Parent participation in leadership groups was maintained at required levels, but did not increase by 2 per site. The number of parents who participated in parent involvement and training opportunities at school site events and district events increased by 5%	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1.Parent liaison will provide parent training and encouragement to take leadership roles, and offer parent training opportunities. Site staff will encourage and assist parents with leadership roles. Examples of parent training to be provided: Latino Literacy parent classes Parent Technology classes Parent workshops on helping students to succeed academically	Full-time parent liaison salary and benefits General Fund - Unrestricted \$27,500 Restricted Funds 27,500 Note: Increase from half time to full time in 2014-15 Parent training costs Title III Title I 3,000 Note: Child care, materials and supplies, additional parent trainers hourly pay	The parent liaison position was increased from half time to full time, Parent training included Latino Literacy parent classes Parent Technology classes Parent workshops on helping students to succeed academically, Positive Discipline classes, attendance at Parent leadership workshops at Ventura County Office of Education. A district teacher and counselor received hourly pay to conduct workshops	Parent liaison salary and benefits General Fund - Unrestricted \$57,000 Additional parent trainers, child care Salary and benefits meeting supplies- Books and Supplies Restricted Funds \$2,850	
Scope of Service	LEA-Wide	Scope of Service	LEA wide	
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
salary differential for bilingual skills	Salary differential for bilingual skills (2%) for Parent Coordinator State Unrestricted Funds 1,000	The salary differential for Parent Coordinator is not part of the employee contract, so it was not provided. It is however provided for office managers and clerks, and the district translator.	
Scope of Service: LEA-Wide <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	A review of the actions and services resulted in the discovery that the bilingual salary differential for the parent coordinator was not part of the job description so could not be provided, but the extension of the work year for that position provided additional compensation. A change in the parent leadership goal will be made to specifically state that ELAC and DELAC committees will continue, and the focus will be to maintain them, and to increase parent involvement activities offered at the school sites. #1 The planned expenditures for the parent liaison salary was to have it partial paid with restricted Title I funds, but there were not sufficient funds from that source, so the full salary was paid from general fund unrestricted.		

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.</p> <p>Services and Programs funded by state unrestricted funds:</p> <ul style="list-style-type: none"> 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 	

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.

28.1	%
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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 28.1%.

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.

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