

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Ojai Unified School District Contact: Dr. Henry S. Bangser, Superintendent, hbangser@ojaiusd.org; 805-640-4300 LCAP Year: 2015-16

1.The Ojai Unified Community

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

2. District

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

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

Students who are eligible for Free and Reduced-Price Lunch include 45.68% of elementary, 42.27% of junior high, and 41.96% of high school students. The district low income enrollment is 43.68%. The district’s English Learner enrollment is 12.7%, and Foster Youth enrollment is very small at .004%.

The district has faced declining enrollment since 1998. This has been due to recession, increased housing costs and a countywide low birth rate. In the 1997-98 school year, the district had a high enrollment of 4,172. The enrollment has dwindled to 2,627 students in 2014-15. It is the only district in Ventura County facing this problem. Projections show a continued decline in enrollment through 2016-17. OUSD has had to make difficult choices in reducing personnel and reviewing programs in order to be financially sound.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies’ (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 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
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August 18, 2014	District Leadership	Reviewed the timeline and overview for the development of the LCAP.	Clear communication of the plan with the District leadership;
September 23, 2014	District Leadership	Discussed plans for gathering stakeholder input.	Direction to the leadership of their role in developing the LCAP and gathering input from stakeholders; request for site leaders to include LCAP on SSC agenda
September-December	School Site Councils	Met with SSC to introduce them to the LCAP	Help to develop buy-in with the process
October-May	District Leadership	Held monthly meetings with principals and directors that included updates and opportunities to provide input.	The LCAP was frequently included as an agenda item resulting in revisions to district goals, and actions and services.
January 13, 2015	All Spanish speaking parents and programs for their children	Provided information to parents about the LCAP	Listened to questions, concerns; gathered input from parents, which informed goals, actions, and services. Provided clarity on the process.
January 21, 2015	Parent Advisory Committee	LCAP; Asked for input on future stakeholder meetings.	The PAC understands timeline of responsibilities, expectations, and due dates. The Annual Update is explained. Ideas were generated about how to gather more stakeholder input. The result was to plan two regional meetings.
January 20, 2015	Community	Put annual OUSD data on the district website	The process is intended to be transparent.
January 27, 2015	District Leadership	Received a draft of the Annual Update. Discussed the Update. Requested site principals to invite stakeholders to a general LCAP meeting to go over Annual Update. The date was put on the district website, calls were made to every family, and the date was published in the local newspaper.	Remind Leadership Team of its role in developing the LCAP and gathering input of all stakeholders.
February 2015	Site principals	Presented the Annual Update at February site staff meetings for input.	Input was used to revise and clarify Annual Update
February 9, 2015	Bargaining Units	Presented a draft of Annual Update	Input was gathered and used for revision of goals and actions.
February 12, 2015	All stakeholders	community members, students, and staff. Data was made available.	Input from the meeting showed transparency of the process. The goals from 2014-15 were explained and highlighted.
February 25, 2015	Eastside (5 schools) parents/teachers	Gathered input and answered questions about the Update, the process, and the goals; presented data.	Several themes emerged which helped the revision of the goals, actions and services: enhanced technology, better communication
March 10, 2015	Westside (3 schools) parents/teachers	Gathered input and answered questions about the Update, the process, and the goals; presented data.	Several themes emerged which helped the revision of the goals, actions and services: upgrade infrastructure and facilities, continue goal of student wellness
March 23, 2015	Parent Advisory Committee	meetings; reviewed timeline for next steps.	Ensured transparency and good communication
April, 2015	Students	Disseminated a 9-item survey that included the eight priorities.	Received feedback from the survey. Based on the responses, students deemed Highly Qualified Teachers as most important. This was followed by increased student achievement and access to instructional materials. It is evident that Basic Services are an important priority for students.

<p>May 13, 2015 Parent Advisory Committee Presented the LCAP with Annual Update to the PAC; No items required the superintendent to respond in writing .</p> <p>May 19, 2015 VCOE Leadership & OUSD Leadership Looked at LCAP draft including revisions</p> <p>June 23, 2015 Public Hearing Gave notice to members of the public about the opportunity to submit written comments regarding the actions and expenditures proposed to be included in the LCAP.</p> <p>June 30, 2015 Governing Board and Stakeholders Adopted the LCAP concurrent with the district's budget</p>	<p>One of the steps that must be done in adopting and updating the LCAP. The superintendent clarified two questions; however, nothing was changed.</p> <p>Provided clarity on the LCAP and gathered feedback for final revisions.</p> <p>The third step in the LCAP process and an opportunity for public input.</p> <p>Must be posted on the website and submitted to Ventura County Office of Education.</p>
<p>Annual Update:</p> <ul style="list-style-type: none"> ▪ Began with data collection ▪ Looked at data especially for our English Learners, Low Income, and Foster Youth ▪ Shared data with the board, union, leadership, Parent Advisory Committee, and the community beginning January 20, 2015. ▪ A draft of the Annual Update was completed with input from principals, teachers, other staff and parents. ▪ On January 27, 2015, the Leadership Team received a draft of the update. It was discussed. ▪ A draft of the update was sent to all staff for further input and revision. ▪ At the end of January a draft of the update was emailed to the Parent Advisory Committee so that they would have a copy before the first general stakeholder meeting on February 12, 2015. ▪ A draft of the Update was given to the Union members on February 9, 2015. ▪ At the general stakeholder meeting, which included parents, staff, community members and students on February 12, 2015, the Superintendent went over the draft of the Annual Update in addition to reviewing the general LCAP process. 	<p>Annual Update:</p> <p>As a result of several months of consultation with all stakeholder groups, the Annual Update was completed. The consultation process included studying both qualitative and quantitative data. The consultation process looked at budgeted expenditures and actual expenditures. The district reviewed progress toward goals in the 2014-15 plan. The district had several goals, actions, and services that were revised, addressed, added, or deleted. Enhanced services and professional development to help English learners was something to increase. Technology was an area to be enhanced in 2015-16. Some of the services/actions resulted in desired outcomes and some did not such as setting aside time for data analysis. This did not happen. Also most teachers were reluctant to leave their classrooms for training or any other activity. Everything in the Annual Update will guide the district's work on the 2015-16 LCAP.</p>

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or 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 school sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

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

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the 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 school sites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	1. Increase student achievement in ELA, math, and literacy while preparing students to be college and career ready	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 __ 7 <u>X</u> 8 __ COE only: 9 __ 10 __ Local : Specify _____
Identified Need :	Increased student achievement and increased college and career readiness	
Goal Applies to:	Schools: All schools	
	Applicable Pupil Subgroups:	All students
LCAP Year 1: 2015-16		

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase pass rate on CAHSEE by 1% each year. Establish math and ELA proficiency baselines in CCSS as measured by the CAASPP. Increase reclassification of English Learners to Fluent English Proficient by 1%. Increase graduation rate by 1%. Increase A-G completion by 2%. Increase AP enrollment by 1%. Increase AP pass rate by 1%. Maintain number of AP classes at 9. Increase College-Ready rate on the EAP on both ELA and math by 1% Increase ELs making progress in learning English based on the CELDT by 1% Increase ELs attaining English proficient level on the CELDT by 1% Increase API (NA) NGSS (NA) Increase percent of students making AYP for English learners (AMAO3 NA)</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1.1 Upgrade electrical systems for modern technology in order to ensure access to CCSS-aligned instructional materials including digital materials with embedded assessments.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Amount TBD Bond Oversight Committee and \$80,000 General Fund/Restricted Lottery Textbooks/supplemental Instructional Materials</p>
<p>1.2 Investigate the possibility of adding a third year graduation requirement in math.</p>	<p>High School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Part of administrative duties; No additional cost</p>
<p>1.3 Establish a structure and culture for continuous improvement by implementing best practices through the professional development of teachers and staff</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$50,000 teacher salaries unrestricted general fund One Professional Development Day</p>
<p>1.4 Provide student orientations and trainings on responsible digital citizenship</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>No cost</p>

and internet safety		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)_____	Part of the instructional day
1.5 Recruit and retain highly trained staff	District-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)_____	\$29,000 teacher salary unrestricted general fund BTSA/Induction and professional development, restricted, Title I
1.6 Provide targeted assistance to low income students in career/college readiness activities and guidance.	High School	<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)_____	Counselors \$83,000 1.27 FTE (Unrestricted general fund) College/Career Specialist \$51,000 .19 FTE (Unrestricted general fund classified support)
1.7 Provide backpacks for high need students; Liaison for homeless students gathers donated backpacks and supplies	District-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)_____	\$2,000 (Restricted general fund, Title I, teacher stipend)
1.8 Offer differentiated instruction in a smaller class setting for high need students; Provide two sections of small classes	Junior High School	<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)_____	\$28,000 .4 FTE (Restricted Title I, teacher salary)

1.9 Offer differentiated instruction in a smaller class setting for high need students; Provide small classes in literacy, geoscience, math, and English 9	High School	<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) _____	\$60,000 .8 FTE (Unrestricted general fund teacher salary)
1.10 Provide interventions for high risk students before, during, and after school; Provide extra intervention support for those students who are struggling.	K-8	<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) <u>Special Education</u>	\$16,000 (Restricted general fund teacher hourly)
1.11 Offer a summer school program for English learners for grades K-5.	Elementary	<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) _____	(Restricted general fund, Title III) \$38,000
1.12 Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English Learners receive support in accessing CCSS; Utilize VCOE for continued EL training for both certificated and classified staff	District-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) _____	\$4,500 (Restricted general fund, Title III, conferences/training)
1.13 Provide counseling for emotional and academic supports in order to decrease the adverse effects of school mobility.	All schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)
1.14 Provide additional academic assessment and support for reclassified students	District-wide	<input type="checkbox"/> ALL	ELD staff, counselors,

who have not made adequate progress.

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

EL site coordinators
 \$42,000 .6 FTE
 (Unrestricted general fund, teacher salary)
 \$32,000
 (Unrestricted general fund, teacher hourly)
 \$48,000 .7 FTE
 (Restricted general fund, Title I, teacher salary)
 \$18,000 .3 FTE
 (Unrestricted general fund, teacher hourly)
 \$45,000 1.7 FTE
 (Restricted general fund, Title III, classified)
 \$53,000 2.0 FTE
 (Unrestricted general fund, classified)
 \$4,000
 (Restricted general fund, Title III, teacher stipend)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- Increase pass rate on CAHSEE by 1% each year.
- Increase math and ELA proficiency in CCSS as measured by the CAASPP by 1.5%.
- Increase reclassification of English Learners to Fluent English Proficient by 1.5%.
- Increase graduation rate by 1.5%.
- Increase A-G completion by 2.5%.
- Increase AP enrollment by 1.5%.
- Increase AP pass rate by 1.5%
- Maintain number of AP classes at 9.
- Increase College-Ready rate on the EAP on both ELA and math by 1.5%
- Increase ELs making progress in learning English based on the CELDT by 1.5%
- Increase ELs attaining English proficient level on the CELDT by 1.5%
- Increase API (NA)
- NGSS (NA)
- Increase percent of students making AYP for English learners (AMAO3 NA)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Upgrade electrical systems for modern technology in order to ensure access to	District-wide	<input checked="" type="checkbox"/> ALL	Amount TBD Bond

CCSS-aligned instructional materials including digital materials with embedded assessments.		<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>	Oversight Committee and \$80,000 General Fund/Restricted Lottery Textbooks/supplemental Instructional Materials
1.2 Investigate the possibility of adding a third year graduation requirement in math.	High School	<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>	Part of administrative duties; no additional cost
1.3 Establish a structure and culture for continuous improvement by implementing best practices through the professional development of teachers and staff	District-wide	<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>	\$50,000 teacher salaries unrestricted general fund One Professional Development Day
1.4 Provide student orientations and trainings on responsible digital citizenship and internet safety	District-wide	<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>	No cost Part of the instructional day
1.5 Recruit and retain highly trained staff	District-wide	<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>	\$29,000 teacher salary unrestricted general fund BTSAs/Induction and professional development, restricted, Title I
	High School	<input type="checkbox"/> ALL	Counselors

1.6 Provide targeted assistance to low income students in career/college readiness activities and guidance.		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) _____	\$83,000 1.27 FTE (Unrestricted general fund) College/Career Specialist \$51,000 .19 FTE (Unrestricted general fund classified support)
1.7 Provide backpacks for high need students; Liaison for homeless students gathers donated backpacks and supplies	District-wide	__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) _____	\$2,000 (Restricted general fund, Title I, teacher stipend)
1.8 Offer differentiated instruction in a smaller class setting for high need students; Provide two sections of small classes	Junior High School	__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) _____	\$28,000 .4 FTE (Restricted Title I, teacher salary)
1.9 Offer differentiated instruction in a smaller class setting for high need students; Provide small classes in literacy, geoscience, math, and English 9	High School	__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) _____	\$60,000 .8 FTE (Unrestricted general fund teacher salary)
1.10 Provide interventions for high risk students before, during, and after school; Provide extra intervention support for those students who are struggling.	K-8	__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) _____	\$16,000 (Restricted general fund teacher hourly)
1.11 Offer a summer school program for English learners in grades K-5.	Elementary	__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) _____	(Restricted general fund, Title III) \$38,000
	District-wide	__ALL	\$4,500

1.12 Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English Learners receive support in accessing CCSS; Utilize VCOE for continued EL training for both certificated and classified staff		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(Restricted general fund, Title III, conferences/training)
1.13 Provide counseling for emotional and academic supports in order to decrease the adverse effects of school mobility.	All schools	__ALL OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)
1.14 Provide additional academic assessment and support for reclassified students who have not made adequate progress.	District-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	ELD staff, counselors, EL site coordinators \$42,000 .6 FTE (Unrestricted general fund, teacher salary) \$32,000 (Unrestricted general fund, teacher hourly) \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE (Unrestricted general fund, teacher hourly) \$45,000 1.7 FTE (Restricted general fund, Title III, classified) \$53,000 2.0 FTE (Unrestricted general fund, classified) \$4,000 (Restricted general fund, Title III, teacher stipend)
LCAP Year 3: 2017-18			

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will increase pass rate on CAHSEE by 1% each year. Increase math and ELA proficiency in CCSS as measured by the CAASPP by another 1.5%. Increase reclassification of English Learners to Fluent English Proficient by another 1.5%. Increase graduation rate by another 1.5%. Increase A-G completion by another 2.5%. Increase AP enrollment by another 1.5%. Increase AP pass rate by another 1.5%. Maintain number of AP classes at 9. Increase College-Ready rate on the EAP on both ELA and math by another 1.5%. Increase ELs making progress in learning English based on the CELDT by another 1.5%. Increase ELs attaining English proficient level on the CELDT by another 1.5%. Increase API (NA) NGSS (NA) Increase percent of students making AYP for English learners (AMAO3 NA)</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1.1 Upgrade electrical systems for modern technology in order to ensure access to CCSS-aligned instructional materials including digital materials with embedded assessments.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Amount TBD Bond Oversight Committee and \$80,000 General Fund/Restricted Lottery Textbooks/supplemental Instructional Materials</p>
<p>1.2 Investigate the possibility of adding a third year graduation requirement in math.</p>	<p>High School</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Part of administrative duties; no additional cost</p>
<p>1.3 Establish a structure and culture for continuous improvement by implementing best practices through the professional development of teachers and staff</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$50,000 teacher salaries unrestricted general fund One Professional Development Day</p>
<p>1.4 Provide student orientations and trainings on responsible digital citizenship and internet safety</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No cost Part of the instructional day</p>

1.5 Recruit and retain highly trained staff	District-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)_____	\$29,000 teacher salary unrestricted general fund BTSA/Induction and professional development, restricted, Title I
1.6 Provide targeted assistance to low income students in career/college readiness activities and guidance.	High School	<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)_____	Counselors \$83,000 1.27 FTE (Unrestricted general fund) College/Career Specialist \$51,000 .19 FTE (Unrestricted general fund classified support)
1.7 Provide backpacks for high need students; Liaison for homeless students gathers donated backpacks and supplies	District-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)_____	\$2,000 (Restricted general fund, Title I, teacher stipend)
1.8 Offer differentiated instruction in a smaller class setting for high need students; Provide two sections of small classes	Junior High School	<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)_____	\$28,000 .4 FTE (Restricted Title I, teacher salary)
1.9 Offer differentiated instruction in a smaller class setting for high need students; Provide small classes in literacy, geoscience, math, and English 9	High School	<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)_____	\$60,000 .8 FTE (Unrestricted general fund teacher salary)
	K-8	<input type="checkbox"/> ALL	\$16,000

1.10 Provide interventions for high risk students before, during, and after school; Provide extra intervention support for those students who are struggling.		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) _____	(Restricted general fund teacher hourly)
1.11 Offer a summer school program for English learners in grades K-5.	Elementary	<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) _____	(Restricted general fund, Title III) \$38,000
1.12 Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English Learners receive support in accessing CCSS; Utilize VCOE for continued EL training for both certificated and classified staff	District-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) _____	\$4,500 (Restricted general fund, Title III, conferences/training)
1.13 Provide counseling for emotional and academic supports in order to decrease the adverse effects of school mobility.	All schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)
	District-wide	<input type="checkbox"/> ALL	ELD staff, counselors,

1.14 Provide additional academic assessment and support for reclassified students who have not made adequate progress.

OR:
 ___Low Income pupils ___English Learners
 ___Foster Youth XRedesignated fluent English proficient ___Other
 Subgroups:(Specify)_____

EL site coordinators
 \$42,000 .6 FTE
 (Unrestricted general fund, teacher salary)
 \$32,000
 (Unrestricted general fund, teacher hourly)
 \$48,000 .7 FTE
 (Restricted general fund, Title I, teacher salary)
 \$18,000 .3 FTE
 (Unrestricted general fund, teacher hourly)
 \$45,000 1.7 FTE
 (Restricted general fund, Title III, classified)
 \$53,000 2.0 FTE
 (Unrestricted general fund, classified)
 \$4,000
 (Restricted general fund, Title III, teacher stipend)

GOAL:	2 Create safe and welcome learning environments where students attend and are connected to school	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Students to attend school daily and maintain good behavior	
Goal Applies to:	Schools:	All schools
	Applicable Pupil Subgroups:	All students
LCAP Year 1: 2015-16		

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase district-wide attendance rate by 2%. Decrease middle school drop out rate by 1 student. Decrease high school drop out rate by 1% Decrease suspension rate by 1% Decrease the number of expulsions by .1% Decrease the number of chronic absentees by .5% Increase school connectedness as measured by district survey by 1% compared to Ventura County.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>2.1 Replace antiquated heating, ventilation and air-conditioning systems; Repair or replacing deteriorating plumbing, sewer systems and leaky roofs; Upgrade athletic fields and some other outdoor facilities; Make health, safety, and security improvements. Provide clean, well-maintained learning environment Maintain custodians</p>	<p>District-wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Bond money; amount TBD by Bond Oversight Committee \$281,000 7.75 FTE (Unrestricted general fund classified support)</p>
<p>2.2 Offer a new freshmen course "College and Career Readiness" designed to enhance the freshmen experience. Continue with the Associate Teacher (peer tutoring) program at Nordhoff High School.</p>	<p>High School</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Grant-funded (SB1070 and VC Innovates Round 2) NC</p>
<p>2.3 Implement a district-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments; Monitor implementation of school safety plans</p>	<p>District-wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>No Cost Part of administration cost</p>
<p>2.4 Promote opportunities and incentives to increase attendance rates at all school sites</p>	<p>District-wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Saturday school \$2,000 (Unrestricted general fund teacher hour) SARB \$6,500 (Unrestricted general fund district attorney services)</p>
	<p>District-wide</p>	<p><u> X </u> ALL</p>	<p>Olweus Bully</p>

2.5 Provide bullying prevention training.		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)_____	Prevention \$3,000 (Unrestricted general fund services)
2.6 Identify and administer social/emotional assessments in order to target the needs of low income students and foster youth	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	School psychologists \$25,000 .32 FTE (Unrestricted general fund pupil support)
2.7 Implement a positive behavioral intervention system.	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost of awards/incentives \$1,500 (Unrestricted general fund, supplies)
2.8 Provide scholarships for field trips, extra curricular activities, athletic equipment, AP fees, yearbooks, musical instruments, etc. ; Site administration ensures that every student has access.	All schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 (Unrestricted general fund supplies/field trips)
2.9 Ensure that foster youth have access to sports and extracurricular activities.	All sites	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Administration, counselors, teachers No cost Part of duties
2.10 Ensure that the Foster Youth liaison has adequate time, knowledge, and resources to fully execute the responsibilities.	District wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Liaison for homeless students \$2,000 (Restricted general fund, Title I, teacher stipend)

2.11 Provide counseling for redesignated students who have not made adequate progress or demonstrate attendance/behavior issues.	District wide	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	ELD staff, counselors, EL site coordinators \$42,000 .6 FTE (Unrestricted general fund, teacher salary) \$32,000 (Unrestricted general fund, teacher hourly) \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE (Unrestricted general fund, teacher hourly) \$45,000 1.7 FTE (Restricted general fund, Title III, classified) \$53,000 2.0 FTE (Unrestricted general fund, classified) \$4,000 (Restricted general fund, Title III, teacher stipend)
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase district-wide attendance rate by 1%. Maintain middle school drop out at 0. Decrease high school drop out rate by .5% Decrease suspension rate by .5% Decrease the number of expulsions by .5% Decrease the number of chronic absentees by .5% Increase school connectedness as measured by district survey by 1% compared to Ventura County.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Replace antiquated heating, ventilation and air-conditioning systems;	District-wide	<input checked="" type="checkbox"/> ALL	Bond money; amount

<p>Repair or replacing deteriorating plumbing, sewer systems and leaky roofs;</p> <p>Upgrade athletic fields and some other outdoor facilities;</p> <p>Make health, safety, and security improvements.</p> <p>Provide clean, well-maintained learning environment</p> <p>Maintain custodians</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>TBD by Bond Oversight Committee \$281,000 7.75 FTE (Unrestricted general fund classified support)</p>
<p>2.2 Continue to offer a freshmen course "College and Career Readiness" designed to enhance the freshmen experience. Continue with the Associate Teacher (peer tutoring) program at Nordhoff High School.</p>	<p>High School</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Grant-funded (SB1070 and VC Innovates Round 2)</p> <p>NC</p>
<p>2.3 Implement a district-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments; Monitor implementation of school safety plans</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>No Cost Part of administration cost</p>
<p>2.4 Promote opportunities and incentives to increase attendance rates at all school sites</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Saturday school \$2,000 (Unrestricted general fund teacher hour) SARB \$6,500 (Unrestricted general fund district attorney services)</p>
<p>2.5 Provide bullying prevention training.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Olweus Bully Prevention \$3,000 (Unrestricted general fund services)</p>
<p>2.6 Identify and administer social/emotional assessments in order to target the needs of low income students and foster youth</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>School psychologists \$25,000 .32 FTE (Unrestricted general fund pupil support)</p>

2.7 Implement a positive behavioral intervention system.	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost of awards/incentives \$1,500 (Unrestricted general fund, supplies)
2.8 Provide scholarships for field trips, extra curricular activities, athletic equipment, AP fees, yearbooks, musical instruments, etc. Site administration ensures that every student has access.	All schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 (Unrestricted general fund supplies/field trips)
2.9 Ensure that foster youth have access to sports and extracurricular activities.	All schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Administration, counselors, teachers No cost Part of duties
2.10 Ensure that the Foster Youth liaison has adequate time, knowledge, and resources to fully execute the responsibilities.	District-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Liaison for homeless students \$2,000 (Restricted general fund, Title I, teacher stipend)
2.11 Provide counseling for redesignated students who have not made adequate	All schools	<input type="checkbox"/> ALL	

progress or demonstrate attendance/behavior issues.

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

ELD staff, counselors,
 EL site coordinators
 \$42,000 .6 FTE
 (Unrestricted general
 fund, teacher salary)
 \$32,000
 (Unrestricted general
 fund, teacher hourly)
 \$48,000 .7 FTE
 (Restricted general
 fund, Title I, teacher
 salary)
 \$18,000 .3 FTE
 (Unrestricted general
 fund, teacher hourly)
 \$45,000 1.7 FTE
 (Restricted general
 fund, Title III,
 classified)
 \$53,000 2.0 FTE
 (Unrestricted general
 fund, classified)
 \$4,000
 (Restricted general
 fund, Title III, teacher
 stipend)

LCAP Year 3: 2017-18

Expected Annual
 Measurable Outcomes:

- Increase district-wide attendance rate by .5%.
- Maintain middle school drop out rate at 0.
- Decrease high school drop out rate by .5%
- Decrease suspension rate by .5%
- Decrease the number of expulsions by .5%
- Decrease the number of chronic absentees by .5%
- Increase school connectedness as measured by district survey by 1% compared to Ventura County.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Replace antiquated heating, ventilation and air-conditioning systems;	District-wide	<input checked="" type="checkbox"/> ALL	Bond money; amount

<p>Repair or replacing deteriorating plumbing, sewer systems and leaky roofs;</p> <p>Upgrade athletic fields and some other outdoor facilities;</p> <p>Make health, safety, and security improvements.</p> <p>Provide clean, well-maintained learning environment</p> <p>Maintain custodians</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>TBD by Bond Oversight Committee \$281,000 7.75 FTE (Unrestricted general fund classified support)</p>
<p>2.2 Continue to offer a freshmen course "College and Career Readiness" designed to enhance the freshmen experience. Continue with the Associate Teacher (peer tutoring) program at Nordhoff High School.</p>	<p>High school</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Grant- funded (SB1070 and VC Innovates Round 2)</p> <p>NC</p>
<p>2.3 Implement a district-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments; Monitor implementation of school safety plans</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>No Cost Part of administration cost</p>
<p>2.4 Promote opportunities and incentives to increase attendance rates at all school sites</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Saturday school \$2,000 (Unrestricted general fund teacher hour) SARB \$6,500 (Unrestricted general fund district attorney services)</p>
<p>2.5 Provide bullying prevention training.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Olweus Bully Prevention \$3,000 (Unrestricted general fund services)</p>
<p>2.6 Identify and administer social/emotional assessments in order to target the needs of low income students and foster youth</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>School psychologists \$25,000 .32 FTE (Unrestricted general fund pupil support)</p>

2.7 Implement a positive behavioral intervention system.	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost of awards/incentives \$1,500 (Unrestricted general fund, supplies)
2.8 Provide scholarships for field trips, extra curricular activities, athletic equipment, AP fees, yearbooks, musical instruments, etc. Site administration ensures that every student has access.	All schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 (Unrestricted general fund supplies/field trips)
2.9 Ensure that foster youth have access to sports and extracurricular activities.	All schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Administration, counselors, teachers No cost Part of duties
2.10 Ensure that the Foster Youth liaison has adequate time, knowledge, and resources to fully execute the responsibilities.	District-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Liaison for homeless students \$2,000 (Restricted general fund, Title I, teacher stipend)
2.11 Provide counseling for redesignated students who have not made adequate	All schools	<input type="checkbox"/> ALL	

<p>progress or demonstrate attendance/behavior issues.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>ELD staff, counselors, EL site coordinators \$42,000 .6 FTE (Unrestricted general fund, teacher salary) \$32,000 (Unrestricted general fund, teacher hourly) \$48,000 .7 FTE (Restricted general fund, Title I, teacher salary) \$18,000 .3 FTE (Unrestricted general fund, teacher hourly) \$45,000 1.7 FTE (Restricted general fund, Title III, classified) \$53,000 2.0 FTE (Unrestricted general fund, classified) \$4,000 (Restricted general fund, Title III, teacher stipend)</p>

<p>GOAL:</p>	<p>3 Provide students with the instructional materials, quality teachers, and appropriate facilities that will promote an balanced educational program.</p>	<p>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 _____</p>
<p>Identified Need :</p>	<p>District to provide all the tools for students to be successful</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All schools</p>
	<p>Applicable Pupil Subgroups:</p>	<p>All students</p>
<p>LCAP Year 1: 2015-16</p>		

Expected Annual Measurable Outcomes:	All students will have sufficient instructional materials. All teachers will be HQT and have ELL authorization to teacher ELD based on CMIS. All sites will be inspected annually and deficiencies corrected.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Replace antiquated heating, ventilation and air-conditioning systems; Repair or replacing deteriorating plumbing, sewer systems and leaky roofs; Upgrade athletic fields and some other outdoor facilities; Make health, safety, and security improvements. Provide clean, well-maintained learning environments	District wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Bond money; Amount TBD by Bond Oversight Committee Maintenance and grounds \$197,000 4.0 FTE (Unrestricted general fund classified support)
3.2 Provide CCSS-aligned instructional materials for every student	All schools	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Textbooks/instructional materials \$80,000 (General Fund/Restricted Lottery)
3.3 Offer a multi-tiered system of supports (academic and behavioral) to address student's academic and emotional needs. Include a summer school math offering for incoming 7th graders.	All schools	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health) Summer School \$3,000 (Unrestricted, general fund, instructional materials and teacher salary)
3.4 Provide additional professional development to increase teachers'	All schools	<input type="checkbox"/> ALL	\$4,500

understanding of ELD standards and to ensure that English Learners receive support in accessing CCSS; Utilize VCOE for continued EL training for both certificated and classified staff		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)_____	(Restricted general fund, Title III, conferences/training)
3.5 Ensure that the Foster Youth liaison has adequate time, knowledge, and resources to fully execute the responsibilities.	All schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Liaison for homeless students \$2,000 (Restricted general fund, Title I, teacher stipend)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	All students will have sufficient instructional materials. All teachers will be HQT and have ELL authorization to teach ELD based on CMIS. All sites will be inspected annually and deficiencies corrected.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Replace antiquated heating, ventilation and air-conditioning systems; Repair or replacing deteriorating plumbing, sewer systems and leaky roofs; Upgrade athletic fields and some other outdoor facilities; Make health, safety, and security improvements. Provide clean, well-maintained learning environments	District-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)_____	Bond money; Amount TBD by Bond Oversight Committee Maintenance and grounds \$197,000 4.0 FTE (Unrestricted general fund classified support)
3.2 Provide CCSS-aligned instructional materials for every student	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Textbooks/instructional materials \$80,000 (General Fund/Restricted Lottery)
	All schools	<input checked="" type="checkbox"/> ALL	Counselors

<p>3.3 Offer a multi-tiered system of supports (academic and behavioral) to address student's academic and emotional needs. Include a summer school math offering for incoming 7th graders.</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>\$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health) Summer School \$3,000 (Unrestricted, general fund, instructional materials and teacher salary) Summer School \$3,000 (Unrestricted, general fund, instructional materials and teacher salary)</p>
<p>3.4 Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English Learners receive support in accessing CCSS; Utilize VCOE for continued EL training for both certificated and classified staff</p>	<p>All schools</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>\$4,500 (Restricted general fund, Title III, conferences/training)</p>
<p>3.5 Ensure that the Foster Youth liaison has adequate time, knowledge, and resources to fully execute the responsibilities.</p>	<p>All schools</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Liaison for homeless students \$2,000 (Restricted general fund, Title I, teacher stipend)</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>All students will have sufficient instructional materials. All teachers will be HQT and have ELL authorization to teach ELD based on CMIS. All sites will be inspected annually and deficiencies corrected.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>3.1 Replace antiquated heating, ventilation and air-conditioning systems;</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Bond money;</p>

<p>Repair or replacing deteriorating plumbing, sewer systems and leaky roofs;</p> <p>Upgrade athletic fields and some other outdoor facilities;</p> <p>Make health, safety, and security improvements.</p> <p>Provide clean, well-maintained learning environments</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Amount TBD by Bond Oversight Committee</p> <p>Maintenance and grounds</p> <p>\$197,000 4.0 FTE</p> <p>(Unrestricted general fund classified support)</p>
<p>3.2 Provide CCSS-aligned instructional materials for every student</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Textbooks/instructional materials</p> <p>\$80,000</p> <p>(General Fund/Restricted Lottery)</p>
<p>3.3 Offer a multi-tiered system of supports (academic and behavioral) to address student's academic and emotional needs.</p> <p>Include a summer school math offering for incoming 7th graders.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Counselors</p> <p>\$83,000 1.27 FTE</p> <p>(Unrestricted general fund)</p> <p>Mental health clinician</p> <p>\$38,000 .53 FTE</p> <p>(Restricted general fund, classified support mental health)</p> <p>Summer School</p> <p>\$3,000</p> <p>(Unrestricted, general fund, instructional materials and teacher salary)</p>
<p>3.4 Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English Learners receive support in accessing CCSS; Utilize VCOE for continued EL training for both certificated and classified staff</p>	<p>All schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$4,500</p> <p>(Restricted general fund, Title III, conferences/training)</p>
<p>3.5 Ensure that the Foster Youth liaison has adequate time, knowledge, and</p>	<p>All schools</p>	<p><input type="checkbox"/> ALL</p>	<p>Liaison for homeless</p>

resources to fully execute the responsibilities.

OR:
 ___Low Income pupils ___English Learners
 Foster Youth ___Redesignated fluent English proficient ___Other
 Subgroups:(Specify) _____

students
 \$2,000
 (Restricted general
 fund, Title I, teacher
 stipend)

GOAL:	4 . Engage parents and families to support student success in school	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 :	Consistent communication with parents/guardians		
Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All students	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Sites will track attendance at parent conferences, Back to School Nights, Open House, and other events. Sites will communicate with parents at least once per month. Site administration will monitor SSC to ensure 100% compliance with state/federal laws. Each site will have at least one parent/guardian member representative at all DELAC (COPA), Parent Advisory Committee, and Stakeholder meetings.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Upgrade inadequate electrical systems for modern technology in order to increase communication with families and the community through an enhanced website, Student Information System, email, and other electronic communication.	District wide	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____	Amount TBD by the Bond Oversight Committee
4.2 Provide opportunities for parents to participate in site/district activities that increase skills as partners in education	All schools	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____	Child care \$400 (Unrestricted general fund, services)
4.3 Communicate regularly with parent/guardians through website, phone outreach, mailings and meetings.	All schools	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____	Printing \$8,000 Connect Ed \$2,500 Translation \$5000 (Unrestricted general fund services)

4.4 Plan and promote activities that highlight student successes.	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Communication and publicity costs \$2,500 (Unrestricted general fund services)
4.5 Provide resources for increased outreach efforts to low income families.	All schools	<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)_____	Site communication expenses \$1,000 (Unrestricted general fund services)
4.6 Continue a monthly outreach to all Spanish speaking parents to serve as a support entity. Parents will generate ideas for the monthly topics/speakers; Parents will evaluate the program at the end of the year and make suggestions for the following year.	All schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost of speakers, printing, bus (field trips to colleges). \$3,000 (Restricted general fund, Title III, services)
4.7 Improve communication to foster guardians.	District wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Site communication expenses \$1,000 (Unrestricted general fund services)
4.8 Increase and improve parent/guardian communication and support regarding the progress of redesignated students.	All schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Site communication expenses \$1,000 (Unrestricted general fund services)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Sites will track attendance at parent conferences, Back to School Nights, Open House, and other events. Sites will communicate with parents at least once per month. Site administration will monitor SSC to ensure 100% compliance with state/federal laws. Each site will have at least one parent/guardian member representative at all DELAC (COPA), Parent Advisory Committee, and Stakeholder meetings.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Upgrade inadequate electrical systems for modern technology in order to increase communication with families and the community through an enhanced website, Student Information System, email, and other electronic communication.	District-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) _____	Amount TBD by the Bond Oversight Committee
4.2 Communicate regularly with parent/guardians through website, phone outreach, mailings and meetings.	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Printing \$8,000 Connect Ed \$2,500 Translation \$5000 (Unrestricted general fund services)
4.3 Plan and promote activities that highlight student successes.	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Communication and publicity costs \$2,500 (Unrestricted general fund services)
4.4 Provide resources for increased outreach efforts to low income families.	All schools	<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) _____	Site communication expenses \$1,000 (Unrestricted general fund services)
4.5 Continue a monthly outreach to all Spanish-speaking parents to serve as a support entity. Parents will generate ideas for the monthly topics/speakers; Parents will evaluate the program at the end of the year and make suggestions for the following year.	All schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost of speakers, printing, bus (field trips to colleges). \$3,000 (Restricted general fund, Title III, services)
4.6 Improve communication to foster guardians.	District-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Site communication expenses \$1,000 (Unrestricted general fund services)

4.7 Increase and improve parent/guardian communication and support regarding the progress of redesignated students.	All schools	__ALL OR: __Low Income pupils __English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Site communication expenses \$1,000 (Unrestricted general fund services)
4.8 Provide opportunities for parents to participate in site/district activities that increase skills as partners in education	All schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Child care \$400 (Unrestricted general fund, services)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Sites will track attendance at parent conferences, Back to School Nights, Open House, and other events.</p> <p>Sites will communicate with parents at least once per month.</p> <p>Site administration will monitor SSC to ensure 100% compliance with state/federal laws.</p> <p>Each site will have at least one parent/guardian member representative at all DELAC (COPA), Parent Advisory Committee, and Stakeholder meetings.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Upgrade inadequate electrical systems for modern technology in order to increase communication with families and the community through an enhanced website, Student Information System, email, and other electronic communication.	District-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Amount TBD by the Bond Oversight Committee
4.2 Communicate regularly with parent/guardians through website, phone outreach, mailings and meetings.	All schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Printing \$8,000 Connect Ed \$2,500 Translation \$5000 (Unrestricted general fund services)
4.3 Plan and promote activities that highlight student successes.	All schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Communication and publicity costs \$2,500 (Unrestricted general fund services)
4.4 Provide resources for increased outreach efforts to low income families.	All schools	__ALL	Site communication

		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) _____	expenses \$1,000 (Unrestricted general fund services)
4.5 Continue a monthly outreach to all Spanish-speaking parents to serve as a support entity. Parents will generate ideas for the monthly topics/speakers; Parents will evaluate the program at the end of the year and make suggestions for the following year.	All schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost of speakers, printing, bus (field trips to colleges). \$3,000 (Restricted general fund, Title III, services)
4.6 Improve communication to foster guardians.	District-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Site communication expenses \$1,000 (Unrestricted general fund services)
4.7 Increase and improve parent/guardian communication and support regarding the progress of redesignated students.	All schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Site communication expenses \$1,000 (Unrestricted general fund services)
4.8 Provide opportunities for parents to participate in site/district activities that increase skills as partners in education	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Child care \$400 (Unrestricted general fund, services)

GOAL:	5 Promote student emotional and physical well-being	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__ Local : Specify _____
Identified Need :	Encourage a healthy lifestyle among students	
Goal Applies to:	Schools: All schools	
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Decrease incidents of bullying by 1%. Increase involvement in athletics by 1%. Decrease PFT <i>Needs Improvement</i> by 2%. Track mental health counseling referrals. Provide healthy food choices by Nutrition Services</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>5.1 Hang "And Justice for All" posters in the the school front office of each site; make the school menu available for parents to pick up and take home or viewed online; make meal applications available in both English and Spanish. (Applications can be filled out by a site principal if necessary.)</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$55 Posters \$180 Menus (Nutrition Services)</p>
<p>5.2 Through the Ventura County Farm to School collaborative, expand efforts to bring together schools, local farmers, and community partners to support healthy kids.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>USDA grant</p>
<p>5.3 Work collaboratively across school districts to get more nutritious, fresh, seasonal and local foods into school meals; integrate school gardens into on-site programming, provide nutrition education and agricultural literacy throughout the K-12 curriculum.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>USDA grant</p>
<p>5.4 Investigate options to make the PE program in elementary school more rigorous.</p>	<p>K-6</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$36,000 K-6 (Unrestricted general fund classified hourly support)</p>
<p>5.5 Provide mental and physical health support</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Mental health</p>

		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>clinician \$34,000 .47 FTE (Restricted general health classified support mental health) Bully prevention (Olweus) \$3,000 (Unrestricted general fund services) Athletics \$163,000 (Unrestricted general fund, certificated/classified athletics)</p>
5.6 Partner with local agencies (First Five, Food for Thought, Clinicas); Adhere to District Wellness Plan; Meet at least four times per year.	District-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>No cost Part of administrative duties</p>
5.7 Provide a minimum of 200 minutes every two weeks of PE instruction in K-6 and 400 minutes every two weeks of PE instruction in grades 7-10; Site administration will monitor PE minutes.	All schools	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$36,000 K-6 (Unrestricted general fund classified hourly support) \$230,000 3.4 FTE grades 7-10 (Unrestricted general fund certificated salary)</p>
5.8 Identify and administer social/emotional assessments in order to target the needs of low income students.	All schools	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>School psychologists \$25,000 .32 FTE (Unrestricted general fund pupil support)</p>
5.9 Implement a positive behavioral intervention system.	All schools	<p><input checked="" type="checkbox"/> ALL</p>	<p>Cost of</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) _____	awards/incentives \$1,500 (Unrestricted general fund, supplies)
5.10 Provide counseling for emotional and academic supports in order to decrease the adverse effects of school mobility.	All schools	<input type="checkbox"/> ALL	Counselors \$83,000 1.27 FTE (Unrestricted general fund)
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Decrease incidents of bullying by 5%. Increase involvement in athletics by 1.5%. Decrease PFT <i>Needs Improvement</i> by 1.5%. Track mental health counseling referrals. Provide healthy food choices by Nutrition Services		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Hang "And Justice for All" posters in the the school front office of each site; make the school menu available for parents to pick up and take home or viewed online; make meal applications available in both English and Spanish. (Applications can be filled out by a site principal if necessary.)	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$55 Posters \$180 Menus (Nutrition Services)
5.2 Through the Ventura County Farm to School collaborative, expand efforts to bring together schools, local farmers, and community partners to support healthy kids.	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	USDA grant
5.3 Work collaboratively across school districts to get more nutritious, fresh, seasonal and local foods into school meals; integrate school gardens into on-site programming, provide nutrition education and agricultural literacy throughout the K-12 curriculum.	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	USDA grant

5.4 Investigate options to make the PE program in elementary school more rigorous.	K-6	<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)_____	\$36,000 K-6 (Unrestricted general fund classified hourly support)
5.5 Provide mental and physical health support	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Mental health clinician \$34,000 .47 FTE (Restricted general health classified support mental health) Bully prevention (Olweus) \$3,000 (Unrestricted general fund services) Athletics \$163,000 (Unrestricted general fund, certificated/classified athletics)
5.6 Partner with local agencies (First Five, Food for Thought, Clinicas); Adhere to District Wellness Plan; Meet at least four times per year.	District-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)_____	No cost Part of administrative duties
5.7 Provide a minimum of 200 minutes every two weeks of PE instruction in K-6 and 400 minutes every two weeks of PE instruction in grades 7-10; Site administration will monitor PE minutes.	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$36,000 K-6 (Unrestricted general fund classified hourly support) \$230,000 3.4 FTE grades 7-10 (Unrestricted general fund certificated salary)
5.8 Identify and administer social/emotional assessments in order to target the needs of low income students.	All schools	<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)_____	School psychologists \$25,000 .32 FTE (Unrestricted general fund pupil support)

5.9 Implement a positive behavioral intervention system.	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost of awards/incentives \$1,500 (Unrestricted general fund, supplies)
5.10 Provide counseling for emotional and academic supports in order to decrease the adverse effects of school mobility.	All schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)

LCAP Year 3: 2017-18

Provide counseling for emotional and academic supports in order to decrease the adverse effects of school mobility.	Decrease incidents of bullying by .5%. Increase involvement in athletics by .5%. Decrease PFT <i>Needs Improvement</i> by .5%. Track mental health counseling referrals. Provide healthy food choices by Nutrition Services
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	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Hang "And Justice for All" posters in the the school front office of each site; make the school menu available for parents to pick up and take home or viewed online; make meal applications available in both English and Spanish. (Applications can be filled out by a site principal if necessary.)	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Posters \$55 Menus \$180 (Nutrition Services)
5.2 Work collaboratively across school districts to get more nutritious, fresh,	All schools	<input checked="" type="checkbox"/> ALL	USDA Grant

seasonal and local foods into school meals; integrate school gardens into on-site programming, provide nutrition education and agricultural literacy throughout the K-12 curriculum.		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) _____	
5.3 Through the Ventura County Farm to School collaborative, expand efforts to bring together schools, local farmers, and community partners to support healthy kids.	All schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	USDA Grant
5.4 Investigate options to make the PE program in elementary school more rigorous	K-6	<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) _____	\$36,000 K-6 (Unrestricted general fund classified hourly support)
5.5 Provide mental and physical health support	District-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) _____	Mental health clinician \$34,000 .47 FTE (Restricted general health classified support mental health) Bully prevention (Olweus) \$3,000 (Unrestricted general fund services) Athletics \$163,000 (Unrestricted general fund, certificated/classified athletics)
5.6 Partner with local agencies (First Five, Food for Thought, Clinicas); Adhere to District Wellness Plan; Meet at least four times per year.	District-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) _____	No cost Part of administrative duties
5.7 Provide a minimum of 200 minutes every two weeks of PE instruction in K-6	All schools	<input checked="" type="checkbox"/> ALL	\$36,000 K-6

and 400 minutes every two weeks of PE instruction in grades 7-10; Site administration will monitor PE minutes.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(Unrestricted general fund classified hourly support) \$230,000 3.4 FTE grades 7-10 (Unrestricted general fund certificated salary)
5.8 Identify and administer social/emotional assessments in order to target the needs of low income students.	All schools	__ALL OR: <u>X</u> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	School psychologists \$25,000 .32 FTE (Unrestricted general fund pupil support)
5.9 Implement a positive behavioral intervention system.	All schools	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost of awards/incentives \$1,500 (Unrestricted general fund, supplies)
5.10 Provide counseling for emotional and academic supports in order to decrease the adverse effects of school mobility.	All schools	__ALL OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Counselors \$83,000 1.27 FTE (Unrestricted general fund) Mental health clinician \$38,000 .53 FTE (Restricted general fund, classified support mental health)

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	1 Increase student achievement in ELA, math, and literacy while preparing students to be college and career ready		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 ___ 7 <u>X</u> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools:	All schools		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	Increase pass rate on CAHSEE by 5% over three years. Establish math and ELA proficiency baselines as measured by the CAASPP. Increase reclassification rate of English Learners by 2%. Increase graduation rate by 2%. Increase A-G completion by 3%. Increase AP enrollment by 2%. Increase API by 1 point Increase ROP enrollment by 1% Meet both AMAO 2 targets Increase participation in EAP by 2%		Actual Annual Measurable Outcomes:	The CAHSEE pass rate decreased in both ELA and math from the previous year. In ELA it went from 86% in 2013 to 82% in 2014. In math it went from 93% in 2013 to 82% in 2014. For the Smarter Balanced assessments taken in spring 2015, outcomes will be reported using four levels. The reclassification rate went from 3.9 in 2013 to 4.5 in 2014. Grad rate for 2014 was 87.5. It went from 85.5 in 2012 to 93.2 in 2013 to 87.5 in 2014. The A-G completion rate decreased from 50% in 2013 to 49% in 2014. The number of students enrolled in AP increased from 124 students in 2013 to 142 students in 2014. Met AMAO 1 and 2 EAP participation not available API not available ROP enrollment not available
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	

Establish a structure and culture for continuous improvement by implementing best practices through professional development of teachers and staff.		50,000 for one professional development day Unrestricted general fund certificated salaries	A staff development day was held on October 13, 2014 for all certificated teachers and administrators. Hourly teachers were also included. Implementation of Common Core State Standards was the theme for the day.	50,000, restricted general fund (CCSS)
Scope of service:	District-wide		Scope of service:	District-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)_____	
Recruit and retain highly trained staff		BTSA Induction 6,700 Unrestricted general fund teacher salary	The district supported 4 teachers in Year 2 BTSA Induction and 11 teachers in Year 1 BTSA Induction. The district had 8 Support Providers. The 14-15 year is the last year of the VCOE grant reimbursement for this program.	\$8,700 restricted federal funds
Scope of service:	District-wide		Scope of service:	
<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 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)_____	
Ensure access to CCSS-aligned instructional materials including digital materials with embedded assessments.		Supplemental and Bridge instructional materials 80,000 General fund restricted CCSS	All levels K-12 used CCSS funding for instructional materials both printed and non-printed. This included textbooks, technology-based materials, computer assessments (<i>Amplify</i>), and project based materials. More money was expended than budgeted to appropriately use CCSS funds.	OUSD expended all CCSS funds (\$250,000) on both instructional materials and technology.
Scope of service:	District-wide		Scope of service:	
<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)_____	

Provide academic and career counseling to support students.	Counselors 73,716 1.13 FTE General fund College/career specialist 4,500 .17 FTE General fund, classified support	The high school had a college/career specialist as well as classified support for the counselors who worked directly with the students.	Counselors 73,716 1.13 FTE General fund College/career specialist 4,500 .17 FTE General fund, classified support
Scope of service: High school		Scope of service:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide a variety of learning supports and increase expanded learning opportunities including differentiated instruction, and interventions before, during, and after school for all students as needed.	Intervention teachers 56,438 Unrestricted general fund, hourly certificated Instructional assistants 10,500 Unrestricted general fund Special education staff 455,000 8.2 FTE Restricted general fund, certificated IASE 395,000 15.13 FTE Restricted general fund, classified	A variety of interventions and differentiated instruction took place at the schools. Intervention teachers, instructional assistants, special education staff, instructional aides for special education accounted for these learning opportunities.	Intervention teachers 56,438 Unrestricted general fund, hourly certificated Instructional assistants 10,500 Unrestricted general fund Special education staff 455,000 8.2 FTE Restricted general fund, certificated IASE 395,000 15.13 FTE Restricted general fund, classified
Scope of service: District-wide		Scope of service:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Develop an infrastructure for ongoing analysis of student performance and progress.	Teacher release time, minimum 2 times/year 100/day sub pay Unrestricted general fund	No structure had been put in place to do any type of data analysis. No teacher availed himself/herself of the opportunity to analyze data during release time.	Teacher release time, minimum 2 times/year 100/day sub pay Unrestricted general fund
Scope of service: District-wide		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Establish courses that ensure students are on a pathway to be college and career ready.	Administrators review master schedule 423,000 4.6 FTE Unrestricted general fund, principal salary	The two administrators at the junior high school and the 2.6 administrators at the high school reviewed the master schedule to ensure students had the correct classes.	Administrators review master schedule 423,000 4.6 FTE Unrestricted general fund, principal salary
Scope of service: Junior high and high school		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Promote the use of instructional technology for project-based learning.	Apply for grants NC	The Ojai Education Foundation gave out 20 grants for a total of \$16,152. Twelve were K-6 grants and eight were in grades 7-12.	Apply for grants NC
Scope of service: District-wide		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Identify strategies and programs that enhance 21st century skills.	Teacher release time Minimum 2 times/year 100/day sub pay Unrestricted general fund	Matilija sent 12 teachers to Google Summit training. Nordhoff staff had training in Google Docs, Drive, and Chromebooks. All K-6 teachers attended a training on Google Docs, Amplify, Beacon Bundle Assessment Studio which included CCSS Content Bank and Success Checks.	\$2,200 were spent on subs
Scope of service: District-wide		Scope of service:	

<u> </u> X ALL			<u> </u> X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Deliver a rigorous and relevant curriculum aligned to the core content standards, including visual and performing arts, taught through 21st century learning skills		Review Tech Plan with all staff 100/day sub pay Unrestricted general fund Inventory computer hardware 109,000 2.0 FTE Unrestricted general fund classified network technician 81,000 2.56 FTE Unrestricted general fund classified support library	An inventory of computer hardware was completed by two network technicians. The librarians and media tech staff assisted in rolling out the Tech Plan for the district. Teachers used technology based lessons to deliver rigorous and relevant content. No staff took advantage of a sub day to prepare lessons.		No sub days were taken. The remaining will be expended by June.
Scope of service:	District-wide		Scope of service:		
<u> </u> X ALL			<u> </u> X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide parent and student orientations and trainings on responsible digital citizenship and internet safety.			Part of the instructional day/during parent meetings NC	All students had digital citizenship and internet safety lessons that were described in the District Tech Plan.	
Scope of service:	District-wide		Scope of service:		
<u> </u> X ALL			<u> </u> X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Provide professional development that promotes an understanding of students and adults from poverty.	50,000 for one professional development day Unrestricted general fund certificated salaries	A staff development day was held on October 13, 2014 for all certificated teachers and administrators. Hourly teachers were also included. Implementation of Common Core State Standards was the theme for the day. This day was also supplemented by professional reading at two sites with high poverty rates. The reading/study will occur over two years.	50,000-prof. devt. day (restricted, CCSS funds, teacher salaries) \$360 for 20 books (Restricted, Title I, materials)
Scope of service: District-wide		Scope of service:	
<input type="checkbox"/> ALL		<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)_____		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)_____	
Offer a multi-tiered system of supports (academic and behavioral) to address students' academic needs.	Counselors 83,000 1.27 FTE Unrestricted general fund Mental Health Clinician 38,000 .53 FTE Restricted general fund, classified support mental health	Counselors and a mental health clinician provided support for 113 students to address both cognitive and affective domains for students. The clinician also has 8 interns who each have a caseload. The adults provided a total of 453 sessions for students.	Counselors 83,000 1.27 FTE Unrestricted general fund Mental Health Clinician 38,000 .53 FTE Restricted general fund, classified support mental health
Scope of service: District-wide		Scope of service:	
<input type="checkbox"/> ALL		<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)_____		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)_____	
Provide additional professional development to teachers to implement CCSS aligned instruction to high needs, and/or struggling students.	Inservice training, workshops, and speakers 10,000 100/day sub pay Unrestricted general fund	Teachers attended about 50 days of professional development geared to CCSS implementation for struggling learners. Insufficient funds were budgeted to cover the actual expenses.	Total professional development spending for CCSS was \$56,000 (restricted, conferences, general fund)
Scope of service: District-wide		Scope of service:	
<input type="checkbox"/> ALL		<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)_____			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)_____		
Provide targeted assistance to low income students in career/college readiness activities and guidance.		Counselors 83,000 1.27 FTE Unrestricted general fund College/Career Specialist 51,000 .19 FTE Unrestricted general fund classified support	Both the counselors and the college/career specialist provided guidance for low income students.		Counselors 83,000 1.27 FTE Unrestricted general fund College/Career Specialist 51,000 .19 FTE Unrestricted general fund classified support
Scope of service:	High school		Scope of service:		
<input type="checkbox"/> ALL			<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)_____			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)_____		
Provide backpacks to high need students.		2,000 stipend Restricted general fund, Title I	The liaison for homeless students gathered donated backpacks and supplies for low income and foster youth. This year she gathered backpacks for 15 students and school supplies for 25 students. She also ensured that other needs are met such as food, clothing, and services for 10 students.		2,000 stipend
Scope of service:	District-wide		Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Offer differentiated instruction in smaller class setting for high need students.		28,000 .4 FTE Restricted Title I teacher salary	The junior high offered two sections of smaller than normal classes (1:20). The classes served at-risk learners.		28,000 .4 FTE Restricted Title I teacher salary
Scope of service:	Junior high school		Scope of service:		
<input type="checkbox"/> ALL			<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)_____		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)_____	
Offer differentiated instruction in smaller class setting for high need students.	60,000 .8 FTE Unrestricted general fund teacher salary	The high school offered four classes with a 1:20 ratio in literacy, geoscience, math, and English 9.	60,000 .8 FTE Unrestricted general fund teacher salary
Scope of service: High school		Scope of service:	
<input type="checkbox"/> ALL		<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)_____		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)_____	
Provide intervention for high risk students before, during and after school.	16,000 Restricted general fund, teacher hourly	An hourly certificated teacher provided intervention support for those students who were struggling. The numbers of students was fluid.	16,000 Restricted general fund, teacher hourly
Scope of service: K-8		Scope of service:	
<input type="checkbox"/> ALL		<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)_____		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)_____	
Implement high quality ELA.literacy and ELD instruction. District will increase access to CCSS and ELD standards aligned resources and materials to facilitate EL access to core curriculum and ELD instruction	4,000 Restricted general fund, Title III, teacher stipend	The intent was to have each site establish a process to regularly review the progress of ELs and Long Term English Learners. This occurred sporadically and no expenses were incurred.	0
Scope of service: District-wide		Scope of service:	
<input type="checkbox"/> ALL		<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)_____		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>Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English Learners receive support in accessing CCSS.</p>	<p>4,500 Restricted general fund, Title III Webinars and professional literature 500 Restricted general fund, Title III</p>	<p>We had some professional development in implementing the new ELD standards. Teachers had professional development in CCSS; however, ELD was only a small portion of the training. We will look to VCOE for training opportunities.</p>	<p>\$300 spent on PD specifically for ELD</p>
<p>Scope of service:</p>	<p>District-wide</p>	<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>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>Provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.</p>	<p>Instructional assistants 45,000 1.7FTE Restricted general fund, Title III, classified 53,000 2.0 FTE Unrestricted general fund, classified</p>	<p>Each site had bilingual instructional assistants who supported students in the core academic areas.</p>	<p>Instructional assistants 45,000 1.7FTE Restricted general fund, Title III, classified 53,000 2.0 FTE Unrestricted general fund, classified.</p>
<p>Scope of service:</p>	<p>District-wide</p>	<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>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>Maintain the same number of sections for ELD classes; Maintain the same hours of bilingual aide time.</p>	<p>ELD sections Instructional Assistants 10,000 .45 FTE Unrestricted general fund, classified Teacher 48,000 .7 FTE Restricted general fund, Title I, Teacher salary Teacher 18,000 .3 FTE Unrestricted general fund, teacher hourly</p>	<p>The ELD sections at the high school remained the same at five sections. The instructional aide time also remained the same.</p>	<p>ELD sections Instructional Assistants 10,000 .45 FTE Unrestricted general fund, classified Teacher 48,000 .7 FTE Restricted general fund, Title I, Teacher salary Teacher 18,000 .3 FTE Unrestricted general fund, teacher hourly</p>

Scope of service:	High school		Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide counseling for emotional and academic supports in order to decrease the adverse effects of school mobility.		Counselors 83,000 1.27 FTE Unrestricted general fund Mental Health Clinician 38,000 .53 FTE Restricted general fund, classified support mental health	Both the mental health clinician and the counselors provided needed support for our foster youth.		Counselors 83,000 1.27 FTE Unrestricted general fund Mental Health Clinician 38,000 .53 FTE Restricted general fund, classified support mental health
Scope of service:	District-wide		Scope of service:		
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

<p>Provide additional academic assessment and support for reclassified students who have not made adequate progress</p>	<p>ELD certificated staff for 7th and 8th 42,000 .6 FTE Unrestricted general fund, teacher salary Teacher for K-6 32,000 Unrestricted general fund, teacher hourly Teachers for 9th-12th 48,000 .7 FTE Restricted general fund, Title I, teacher salary 18,000 .3 FTE Unrestricted general fund, teacher hourly Instructional assistants 45,000 1.7 FTE Restricted general fund, Title III, classified 53,000 2.0 FTE Unrestricted general fund, classified 4,000 Restricted general fund, Title III, teacher stipend</p>	<p>The ELD staff, the counselors, and the EL site coordinators worked to provide the needed support for our RFEPs.</p>	<p>All will be expended by June.</p>
<p>Scope of service:</p>	<p>District-wide</p>	<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>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 the CAHSEE metric to annual instead of over three years. Review English learner needs and professional development to meet those needs. Upgrade technology. Investigate the possibility of reinstating the third year high school grad requirement in math. Create opportunities for teachers that don't always involve taking a sub day. Increase BTSA Induction budget to include professional development; VCOE will no longer provide reimbursement in 15-16.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>2 Create safe and welcoming learning environments where students attend and are connected to school.</p>	<p>Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6__ 7_X 8__</p>
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Goal Applies to:	Schools: All schools	Applicable Pupil Subgroups: All students
Expected Annual Measurable Outcomes:	Increase district-wide attendance rate to 94%. Decrease suspension rate by .1%. Increase school connectedness as measured by district survey by 2%. Decrease Middle School dropout rate by 1% Decrease High School dropout rate by 1% Chronic absenteeism by .5%	Actual Annual Measurable Outcomes: The district attendance rate was 95% in 2014. The suspension rate decreased by .7%. Percent of school connectedness was 60% in junior high and 43% in high school. The county was 54% and 45% respectively. No data for chronic absenteeism High school dropout rate not yet available Middle school dropout rate not yet available

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide clean, well-maintained learning environment.	Custodians 281,000 7.75 FTE Unrestricted general fund classified support	The district maintained the same number of custodians at each site (7.75 FTE)	This amount will be expended by June.
Scope of service: District-wide		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide varied opportunities for students to become interested in school and learning through activities, project based learning, extended extracurricular, and expanded learning	Professional development for teachers 10,000 100/day sub pay Unrestricted general fund	By the end of the first trimester the district spent about \$50,000 on professional development for staff that included part of one day in October. This also included conferences, workshops, trainings, and grade level/department activities. Most of the professional development focused on the needs of at risk students, English Learners, and Common Core implementation. However, teachers did not focus on project-based learning, or expanding the learning necessarily. The funds were available from CCSS money which could only be used on professional development, instructional materials, and technology.	\$125,000 on professional development (restricted general fund)
Scope of service: District-wide		Scope of service:	
<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)_____	
Implement a district-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments		Part of administrative cost NC	All schools had a required school safety plan. Each principal monitored the plan and trained staff in the implementation of the plan.	NC
Scope of service:	District-wide		Scope of service:	
<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)_____	
Promote opportunities and incentives to increase attendance rates at all school sites.		Saturday school 2,000 Unrestricted general fund, teacher hourly SARB 6,500 Unrestricted general fund district attorney services	The district ran a monthly Saturday School for students who needed to make up days. The district also conducted monthly School Attendance Review Board (SARB) meetings to help students get back on track with attendance. At one site perfect attendance was rewarded each trimester with a lunch express line. The junior high offered a monthly four-hour Saturday Math Academy. Three elementary sites also offered its own Saturday School.	Saturday school 2,000 Unrestricted general fund, teacher hourly SARB 6,500 Unrestricted general fund district attorney services
Scope of service:	District-wide		Scope of service:	
<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)_____	
Provide bullying prevention training.		Olweus Bully Prevention 3,000 Unrestricted general fund services	Many teachers and administration were trained in Olweus Bully Prevention. Most of our K-6 teachers were trained in using CHAMPS. Positive Behavioral Intervention and Support was practiced at every site. <i>Confessions of a Bully</i> was shown to all seventh grade students. The Mental Health Clinician presented anti-bullying messages to eighth grade students regarding harassment, intimidation, and bullying. Discussions were held at staff meetings at every site about school climate. There was a proactive approach at all sites to pre-teaching student expectations, including the emphasis on academic honesty.	3,000 for Olweus Bully training

Scope of service:	District-wide		Scope of service:		
<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) _____		
Identify and administer social/emotional assessments in order to target the needs of low income students and foster youth.		School psychologists 25,000 .32 FTE Unrestricted general fund pupil support	A portion of the district's school psychologist (.32FTE) was spent targeting the needs of our low income students.		School psychologists 25,000 .32 FTE Unrestricted general fund pupil support
Scope of service:	District-wide		Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Implement a positive behavioral intervention system.		Cost of awards and incentives 1,500 Unrestricted general fund, supplies	Our continuation high school used CHAMPS as the platform for the affective domain. Most K-6 teachers were trained in using CHAMPS. . Positive Behavioral Intervention and Support was practiced at every site. At the junior high pre teaching and reinforcing Guidelines for Success posters was done in every classroom. All sites had opportunities for positive student recognition such as Student of the Month, Caught Being Good tickets, weekly raffles, and shout-outs in the bulletin. One site read <i>How Full is Your Bucket?</i> and discussed being kind and encouraging to one another.		\$1,000 Unrestricted general fund, supplies
Scope of service:	District-wide		Scope of service:		
<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) _____		
Provide professional development that promotes an understanding of students and adults from poverty.		Professional learning activity for teachers 100/day sub pay Unrestricted general fund	Two sites purchased the book <i>A Framework for Understanding Poverty</i> by Ruby Payne. Two sites studied the book at monthly staff meetings.		\$360 for books (Restricted, Title I, materials)
Scope of service:	District-wide		Scope of service:		

<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) _____			<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) _____		
Provide scholarships for field trips, extra curricular activities, athletic equipment, AP fees, yearbooks, musical instruments, etc.		Cost of access 5,000 Unrestricted general fund supplies/field trips	Each site administrator ensured that every student had access to field trips, extra curricular activities, athletic equipment, yearbooks, fees, musical instruments and other needs as they arise. For example, the junior high loaned musical instruments to 50 students at low or no cost. At the elementary, science camp was paid for at least 30 students district-wide. In addition, approximately 200 students had scholarships for field trips which included spring tours for music, story telling festival, and other outings.		Estimated expenditures: \$5000 (restricted, Title I and unrestricted, general fund)
Scope of service:	District-wide		Scope of service:		
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Provide culturally and linguistically relevant materials for EL students.		ELD certificated staff for 7th and 8th 42,000 .6 FTE Unrestricted general fund, teacher salary Teacher for K-6 32,000 Unrestricted general fund, teacher hourly Teachers for 9th-12th 48,000 .7 FTE Restricted general fund, Title I, teacher salary 18,000 .3 FTE Unrestricted general fund, teacher hourly Instructional assistants	Our teachers (1.6 FTE) of English Learners worked hard to provide materials that were essential for the success of our English Learners. In addition, our hourly ELD teachers in K-6 continued to offer universal access while providing materials that were relevant.		ELD certificated staff for 7th and 8th 42,000 .6 FTE Unrestricted general fund, teacher salary Teacher for K-6 32,000 Unrestricted general fund, teacher hourly Teachers for 9th-12th 48,000 .7 FTE Restricted general fund, Title I, teacher salary 18,000 .3 FTE Unrestricted general fund, teacher hourly Instructional assistants
Scope of service:	District-wide		Scope of service:		
<input type="checkbox"/> ALL			<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)_____		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)_____	
Ensure that foster youth have access to sports and extracurricular activities.	NC	Each site administrator ensured that every student had access to field trips, extra curricular activities, athletic equipment, yearbooks, fees, musical instruments and other needs as they arose.	\$200 (restricted, Title I, field trips, supplies)
Scope of service: District-wide		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Ensure that foster youth liaison has adequate time, knowledge, and resources to fully execute the responsibilities.	2,000 stipend	The district had a foster youth liaison who was dedicated to the needs of our most vulnerable students. She received a small stipend.	2,000 stipend
Scope of service: District-wide		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Provide counseling for redesignated students who have not made adequate progress or demonstrate attendance/behavior issues.</p>	<p>ELD certificated staff for 7th and 8th 42,000 .6 FTE Unrestricted general fund, teacher salary Teacher for K-6 32,000 Unrestricted general fund, teacher hourly Teachers for 9th-12th 48,000 .7 FTE Restricted general fund, Title I, teacher salary 18,000 .3 FTE Unrestricted general fund, teacher hourly Instructional assistants 45,000 1.7 FTE Restricted general fund, Title III, classified 53,000 2.0 FTE Unrestricted general fund, classified 4,000 Restricted general fund, Title III, teacher stipend</p>	<p>Our entire EL staff (certificated teachers, hourly teachers, instructional aides, EL site coordinators, and site administrators) monitored our reclassified students. A monitoring form was used so that students were tracked with academic progress, attendance, behavior, or any other needs and issues.</p>	<p>ELD certificated staff for 7th and 8th 42,000 .6 FTE Unrestricted general fund, teacher salary Teacher for K-6 32,000 Unrestricted general fund, teacher hourly Teachers for 9th-12th 48,000 .7 FTE Restricted general fund, Title I, teacher salary 18,000 .3 FTE Unrestricted general fund, teacher hourly Instructional assistants 45,000 1.7 FTE Restricted general fund, Title III, classified 53,000 2.0 FTE Unrestricted general fund, classified 4,000 Restricted general fund, Title III, teacher stipend</p>
<p>Scope of service:</p>	<p>District-wide</p>	<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Upgrade facilities with bond money Look at ways to smooth the transition between 6th to 7th and 8th to 9th grade. (This came from some stakeholder input.) Continue with a focus on positive interventions in attendance, behavior, and the affective domain.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>3 Provide students with the instructional materials, quality teachers, and appropriate facilities that will promote an excellent educational program.</p>	<p>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"/></p>
--------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

COE only: 9__ 10__
 Local : Specify _____

Goal Applies to:	Schools: All schools	Applicable Pupil Subgroups: All students
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Expected Annual Measurable Outcomes:	All students will have sufficient instructional materials. All teachers will be HQT based on CMIS. All sites will be inspected annually and deficiencies corrected.	Actual Annual Measurable Outcomes:	Students had sufficient instructional materials. All teachers were HQT. All sites were inspected annually.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide clean, well-maintained learning environments.	Maintenance and grounds 197,000 4.0 FTE Unrestricted general fund classified support	Maintenance and grounds (4 FTE) tried to keep up with the facility needs. This was challenging. Often issues had to be prioritized. The facilities bond will help with some of our aging sites.	Maintenance and grounds 197,000 4.0 FTE Unrestricted general fund classified support
Scope of service:	District wide	Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide CCSS-aligned instructional materials for every student.	Bridge and supplemental materials for ELA and math 20,000 Restricted general fund CCSS, instructional materials	For this year we used CCSS funds to purchase materials that were CCSS aligned. Although students had sufficient instructional materials, teachers often had to spend a lot of time researching and gathering materials to adequately teach CCSS. Publishers had not caught up with truly aligned complete programs especially at the K-6 level.	We expended \$100,000 on instructional materials.
Scope of service:	District-wide	Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>Offer a multi-tiered system of supports (academic and behavioral) to address students' academic and emotional needs.</p>	<p>Counselors 83,000 1.27 FTE Unrestricted general fund Mental Health Clinician 38,000 .53 FTE Restricted general fund, classified support mental health</p>	<p>Both the counselors (1.27 FTE) and the mental health clinician (.53 FTE) addressed students' academic and mental health needs. Students met on a regular schedule with counselors and with the clinician in some cases. Often the appointments were as needed. More support was given when needed. Counseling sessions totaled 453 in April, for example.</p>	<p>Counselors 83,000 1.27 FTE Unrestricted general fund Mental Health Clinician 38,000 .53 FTE Restricted general fund, classified support mental health</p>
<p>Scope of service:</p>	<p>District-wide</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English Learners receive support in accessing CCSS.</p>	<p>Training for certificated and classified staff 4,500 Restricted general fund, Title III, conferences/training Webinars and professional literature 500 Restricted general fund, Title III, Conferences and training materials</p>	<p>We were in need of more professional development in implementing the new ELD standards. Teachers had professional development in CCSS; however, ELD was only a small portion of the training. We will look to VCOE for additional training opportunities. Teachers, paraprofessionals and administrators attended 11 trainings and workshops focused on English learners during 2014-15.</p>	<p>\$2,200</p>
<p>Scope of service:</p>	<p>District-wide</p>	<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>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>Ensure that the Foster Youth liaison has adequate time, knowledge, and resources to fully execute the responsibilities.</p>	<p>2,000 stipend</p>	<p>The district had a foster youth liaison who was dedicated to the needs of our most vulnerable students. She received a small stipend.</p>	<p>2,000 stipend</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	

<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Facilities will be upgraded using bond money. (came from stakeholder input) Need upgraded hardware and software (came from stakeholder input) Develop a professional development calendar. Investigate more English learner training opportunities.	

Original GOAL from prior year LCAP:	4 Engage parents and families to support student success in school		Related State and/or Local Priorities: 1__ 2__ <input checked="" type="checkbox"/> 3__ <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All schools	Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	Attendance at parent conference will increase by 2%. Sites will communicate with parents at least once per month. Annual survey increase respondents by 2%	Actual Annual Measurable Outcomes:	Anecdotal evidence showed that between 95-100% of parents attend the fall parent conference. All sites communicated at lease once a month by email, newsletter, website, phone, or in person.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide opportunities for parents to participate in site/district activities that increase skills as partners in education	Child care 400 Unrestricted general fund, services	The district held COPA (served as our DELAC) meetings once a month on Monday nights. Our junior high had a parent Support Night (with four choices of sessions) as well as Parent Math Nights in Spanish and in English. Nordhoff had an Integrated Math Parent Night at the beginning of the school year. The continuation high school added an informational component to Back to School Night with details about the CAHSEE and Smarter Balanced. No one took advantage of child care.	0	
Scope of service:	All schools	Scope of service:		
<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) _____		
Communicate regularly with parent/guardians through website, phone outreach, mailings and meetings		Printing 8,000 Connect ED 2,500 Translation 5,000 Unrestricted general fund services	The district used an automated phone message (Connect Ed). We also had mailings that included translations into Spanish. All sites had a website and a newsletter in some format.		The Connect Ed cost was \$2,500. We spent \$4,000 on translations. Our printing expenditures were \$7,000 .
Scope of service:	District-wide		Scope of service:		
<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) _____		
Plan and promote activities that highlight student successes		Communication and Publicity 2,500 Unrestricted general fund, services	Our continuation high school used CHAMPS as the platform for the affective domain. Most K-6 teachers were trained in using CHAMPS. . Positive Behavioral Intervention and Support was practiced at every site. At the junior high pre teaching and reinforcing Guidelines for Success posters was done in every classroom. All sites had opportunities for positive student recognition such as Student of the Month, Caught Being Good tickets, weekly raffles, and shout-outs in the bulletin. One site read <i>How Full is Your Bucket?</i> and discussed being kind and encouraging to one another.		\$1,000
Scope of service:	All schools		Scope of service:		
<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) _____		
Provide resources for increased outreach efforts to low income families.		Communication and publicity 2,500 Unrestricted general fund, services	Each site had at least one person (principal, counselor, assistant principal, teacher, office manager or other staff member) who was able to guide families to needed resources. All sites had parent outreach to discuss how to help the child with homework, how to navigate the CCSS, how to recognize the signs of depression, how to apply for financial aid, and other outreach efforts. Our liaison for homeless students helped in this effort also.		\$1,000
Scope of service:	All schools		Scope of service:		

<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) _____			<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) _____	
Provide professional development that promotes an understanding of students and adults from poverty.		50,000 for one professional development day Unrestricted general fund certificated salaries	All certificated staff participated in a professional development day that focused on Common Core Implementation and ensuring that all students had access. In addition, two sites were undertaking a two-year study of professional literature. We purchased the book <i>A Framework for Understanding Poverty</i> by Ruby Payne. Two sites studied and discussed the book at monthly staff meetings.	50,000 for the PD day (restricted, general fund, certificated salaries) Cost of book \$320 Restricted, Title I, materials)
Scope of service:	District-wide		Scope of service:	
<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) _____			<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) _____	
Establish a monthly outreach (COPA) to EL parents to serve as a support entity. Parents will generate ideas for the monthly topics/speakers.		Speakers, field trips, printing 3,000 Restricted general fund, Title III, services	One of our administrators conducted monthly forums entirely in Spanish. The topics ranged from social/emotional to academic. Child care was provided free of charge. Children went to the computer lab to work on homework. No costs were incurred this year. Although some transportations costs may arise next year for college visits for parents.	0
Scope of service:	All schools		Scope of service:	
<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) _____			<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) _____	
Increase opportunities for EL parents to participate in district/site activities that increase their skills as partners in education.		Activities 1,500 Restricted general fund, Title III, services	Our monthly COPA meetings helped with increasing parent skills in dealing with schools and students. Our junior high school conducted a CCSS math night entirely in Spanish. No costs were incurred for this action.	0
Scope of service:	All schools		Scope of service:	
<input type="checkbox"/> ALL			<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) _____			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) _____	
Improve communication with foster guardians.		Communication costs 1,000 Restricted general fund, Title I, services	Our liaison for homeless students communicated regularly with foster guardians. The guardians also communicated directly with each site. Bus passes were purchased for students who needed transportation to and from school.	\$500
Scope of service:	District-wide		Scope of service:	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Increase and improve parent/guardian communication and support concerning the progress of redesignated students.		Communication costs 1,000 Restricted general fund, Title III, services	We revised our student monitor form. We also discussed protocol for parent notification at our January EL site coordinator meeting. No costs were incurred.	0
Scope of service:	All schools		Scope of service:	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" 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 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?		Need for a more robust student information system Need for a more dynamic website Continue effective communication.		

Original GOAL from prior year LCAP:	5 Promote student emotional and physical well-being	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <input checked="" type="checkbox"/> 9__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups: All students	

<p>Expected Annual Measurable Outcomes:</p>	<p>Incidents of bullying will decrease by 2%. Involvement in athletics will increase by 1%. PFT <i>Needs Improvement</i> will show a decrease of 2%. Track mental health counseling services. Nutrition Services will provide health food choices.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Eighteen incidents of bullying were officially reported this year, representing a baseline for 2015-16 The high school had 501 students participate in athletics out of 832 students, creating a baseline for 2015-16. 2014 Physical Fitness Report, establishing a baseline:</p> <table border="1"> <thead> <tr> <th></th> <th>5th</th> <th>7th</th> <th>9th</th> <th>Needs Improvement</th> </tr> </thead> <tbody> <tr> <td>Aerobic Capacity</td> <td>35%</td> <td>16%</td> <td>23%</td> <td></td> </tr> <tr> <td>Body Composition</td> <td>37%</td> <td>34%</td> <td>21%</td> <td></td> </tr> <tr> <td>Abdominal Strength</td> <td>13%</td> <td>11%</td> <td>5%</td> <td></td> </tr> <tr> <td>Trunk Extension Strength</td> <td>26%</td> <td>10%</td> <td>3%</td> <td></td> </tr> <tr> <td>Upper Body Strength</td> <td>25%</td> <td>7%</td> <td>7%</td> <td></td> </tr> <tr> <td>Flexibility</td> <td>44%</td> <td>16%</td> <td>9%</td> <td></td> </tr> </tbody> </table> <p>Mental Health referrals reached a high of 113 in April distributed among 8 therapists. For example, in April there were 453 sessions of student:therapist contact. As of May 26, 2015, 87,588 breakfasts and 139,452 lunches were served to students. The district averaged 530 breakfasts and 845 lunches per day.</p>		5th	7th	9th	Needs Improvement	Aerobic Capacity	35%	16%	23%		Body Composition	37%	34%	21%		Abdominal Strength	13%	11%	5%		Trunk Extension Strength	26%	10%	3%		Upper Body Strength	25%	7%	7%		Flexibility	44%	16%	9%	
	5th	7th	9th	Needs Improvement																																		
Aerobic Capacity	35%	16%	23%																																			
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Abdominal Strength	13%	11%	5%																																			
Trunk Extension Strength	26%	10%	3%																																			
Upper Body Strength	25%	7%	7%																																			
Flexibility	44%	16%	9%																																			

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Provide mental and physical health support.</p>	<p>Mental Health Clinician 34,000 .53 FTE Restricted general fund, classified support mental health Bullying Program 3,000 Unrestricted general fund, services Athletics Program 163,000 Unrestricted general fund, certificated and classified</p>	<p>We employed a .47 FTE mental health clinician who oversaw all mental health referrals. We also spent time and resources in bully prevention with Olweus. Our high school had a robust athletics program offering 20 sports with 60 sections (Varsity, JV, Frosh/Soph).</p>	<p>Mental Health Clinician 34,000 .53 FTE Restricted general fund, classified support mental health Bullying Program 3,000 Unrestricted general fund, services Athletics Program 163,000 Unrestricted general fund, certificated and classified</p>
<p>Scope of service:</p>	<p>District wide</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

Partner with local agencies (First Five, Food for Thought, Clinicas)	NC	We worked on refining our District Wellness Plan this year. Food for Thought was active at Nordhoff High School and also was very active at our five elementary sites with a garden and monthly tastings. At Matilija, staff and students worked on a rainwater recovery grant with Food for Thought. Some plantings were put on hold because of the drought. We also sent Nfl flyers home with elementary students offering classes in wellness.	0
Scope of service: District wide		Scope of service:	
<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)_____	
Identify and develop programs that support the emotional and physical well being of all students and staff.	Programs \$500 Unrestricted general fund, services	The elementary sites all had training in CHAMPS, a positive intervention support system. Our continuation high school also used CHAMPS.	\$100
Scope of service: District wide		Scope of service:	
<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)_____	
Provide a minimum of 200 minutes every two weeks of PE instruction in K-6 and 400 minutes every two weeks of PE instruction in grades 7-10.	K-6 PE teacher 36,000 Unrestricted general fund, classified hourly support Grades 7-12 PE 230,000 3.4 FTE Unrestricted general fund, certificated salary	Our site administration monitored the number of required minutes. We had 3.4 FTE for grades 7-12 physical education. Each elementary site had a PE instructor.	K-6 PE teacher 36,000 Unrestricted general fund, classified hourly support Grades 7-12 PE 230,000 3.4 FTE Unrestricted general fund, certificated salary
Scope of service: All schools		Scope of service:	
<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)_____	

Partner with a neighboring district that has a grant to implement a nutrition program in classrooms where the school is over 50% free/reduced lunch.	NC	We enhanced health education with integrated nutrition lessons, Harvest of the Month, and cooking in the classroom at one of our sites. One site made a concerted effort on curtailing sugar items during parties and school events.	0
Scope of service: Meiners Oaks Elementary		Scope of service:	
<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)_____	
Provide professional development that promotes an understanding of students and adults from poverty.	100/day sub pay	We purchased 20 copies of <i>A Framework for Understanding Poverty</i> by Ruby Payne. Two sites studied the book at monthly staff meetings. No sub days were needed.	The cost of the book is \$20/copy. Restricted, Title I, supplies
Scope of service: District wide		Scope of service:	
<input type="checkbox"/> ALL		<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)_____		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)_____	
Offer a multi-tiered system of supports to address students' academic and emotional needs.	Counselors 83,000 1.27 FTE Unrestricted general fund Mental Health Clinician 38,000 .53 FTE Restricted general fund, classified support mental health	Both the counselors (1.27 FTE) and the mental health clinician (.53 FTE) addressed students' academic and mental health needs. Students met on a regular schedule with counselors and with the clinician in some cases. Often the appointments were as needed. More support was given when needed. For example, the mental health clinician had 107 referrals among 8 therapists in May.	Counselors 83,000 1.27 FTE Unrestricted general fund Mental Health Clinician 38,000 .53 FTE Restricted general fund, classified support mental health
Scope of service: All schools		Scope of service:	
<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)_____	

Identify and administer social/emotional assessments in order to target the needs of low income students.	School psychologists 25,000 .32 FTE Unrestricted general fund pupil support	A portion of the district's school psychologist (.32FTE) was spent targeting the needs of our low income students.	All funds will be expended by June.
Scope of service: All schools		Scope of service:	
<input type="checkbox"/> ALL		<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) _____		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) _____	
Implement a positive behavioral intervention system.	Awards and incentives 1,500 Unrestricted general fund, supplies	Our continuation high school used CHAMPS as the platform for the affective domain. Most K-6 teachers were trained in using CHAMPS. . Positive Behavioral Intervention and Support was practiced at every site. At the junior high pre teaching and reinforcing Guidelines for Success posters was done in every classroom. All sites had opportunities for positive student recognition such as Student of the Month, Caught Being Good tickets, weekly raffles, and shout-outs in the bulletin. One sight read <i>How Full is Your Bucket?</i> and discussed being kind and encouraging to one another.	0
Scope of service: All schools		Scope of service:	
<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) _____	
Establish a monthly outreach to EL parents to serve as a support entity. Parents will generate ideas for monthly topics/speakers.	Speakers, printing, outreach 3,000 Restricted general fund, Title III, services	One of our administrators conducted a monthly forum entirely in Spanish. The topics ranged from social/emotional to academic. Child care was provided. However, the child care provider did not want to be paid.	0
Scope of service: All schools		Scope of service:	
<input type="checkbox"/> ALL		<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) _____		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) _____	

Provide counseling for emotional and academic supports in order to decrease the adverse effects of school mobility.	Counselors 83,000 1.27 FTE Unrestricted general fund Mental Health Clinician 38,000 .53 FTE Restricted general fund, classified support mental health	Both the mental health clinician and the counselors provided needed support for our foster youth.	Counselors 83,000 1.27 FTE Unrestricted general fund Mental Health Clinician 38,000 .53 FTE Restricted general fund, classified support mental health
Scope of service:	All schools	Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Ensure that the Foster Youth liaison has adequate time, knowledge, and resources to fully execute the responsibilities.	2000 stipend	The district had a foster youth liaison who was dedicated to the needs of our most vulnerable students. She received a small stipend.	The stipend is paid annually
Scope of service:	District wide resources to fully execute the responsibilities.	Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> • There should be an "And Justice for All" poster hanging the the school front office. • The school menu should be made available in the front office for parents to pick up and take home. • Menus can also be viewed on line. • Meal applications should be available in both English and Spanish in the front office. • OUSD has a "Wellness Policy" – A hard copy is hanging in each cafeteria. • Site prinicpals can fill out a meal application for a family • Parents can reveiw accounts, fill out meal applications and make payments through Parent Connect • The district has a need for a more robust K-6 PE program 		

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:	\$ 1,168,000
<p>Supplemental funds are principally directed toward meeting the goals that OUSD has set for its low income pupils, foster youth, and English learners. The LEA is providing enhanced technology, smaller classes for intervention, targeted instruction, after-school academic support, additional counseling, common core- aligned instructional materials, and teacher professional development. In addition, the use of the supplemental funds on a district-wide basis is the most effective use of the funds to meet the state's eight priority areas and the common goals of the District and stakeholders for the unduplicated count of low income, foster youth, and English learner. The district determines efficacy based on the following supporting research and educational theory:</p> <p>Multi-Tiered System of Supports: Comprehensive Framework for Implementing the CA CCSS (Posted 11-Aug-2014)</p> <p>LCAP Needs Assessment Tool (Posted 03-Feb-2015)</p> <p>California Healthy Kids Survey</p> <p>A Toolkit for Title I Parental Involvement (Posted 29-Aug-2014)</p> <p>Leadership for Equity (Posted 20-Aug-2014)</p> <p>Smarter Balanced Assessment Consortium</p> <p>EdData</p> <p>California Commission on Teacher Credentialing (PDF)</p> <p>5 Dimensions of Teaching and Learning: Instructional Framework (Version 4.0)</p>	

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

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

6.29%	%	<p>Ojai Unified School District's percentage by which services for low income, foster youth, and English learner that must be increased or improved as compared to the services provided to all students is 6.29%. In order to meet this proportionality percentage, the District is providing smaller classes, targeted instruction, enhanced technology, after-school academic support, additional counseling to ensure students are college and career ready, common core-aligned instructional materials and services, and teacher professional development. The District is ensuring increased and improved services for the unduplicated count of low income, foster youth, and English learners as compared to the services provided to all pupils. The district does not receive sufficient supplemental funds to cover all the expenses for unduplicated students found in our LCAP; OUSD uses base funding in addition to supplemental to support these actions and services.</p>
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).